

The BUSINESS EDUCATION WORLD

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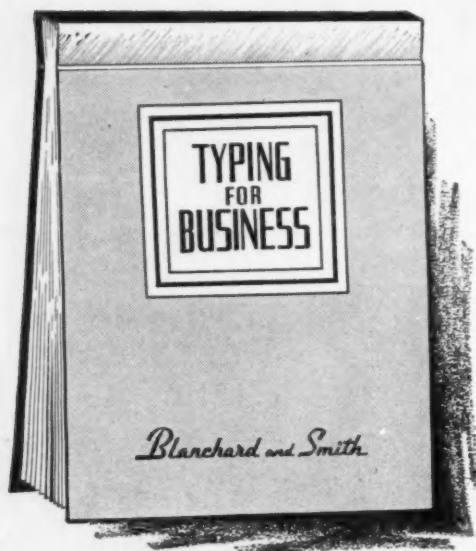
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The BUSINESS EDUCATION WORLD

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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) at 34 North Crystal Street, East Stroudsburg, Pennsylvania, by The Gregg Publishing Company, John Robert Gregg, President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager. Executive and editorial offices, 270 Madison Avenue, New York 16, New York; Boston Office, Statler Building, Boston 16, Massachusetts; Chicago Office, 6 North Michigan Avenue, Chicago 2, Illinois; San Francisco Office, Phelan Building, San Francisco 2, California; Canadian Office, 30 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U.S.A.

Subscription rates: \$2 a year (\$3 for two years) or 20 cents a copy in the United States and Canada; \$2.50 a year to all other foreign countries.

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Entered as second-class matter at the Post Office, East Stroudsburg, Pa., under the Act of March 3, 1879.

This magazine is indexed in *The Business Education Index* and *The Education Index*.

Now Is the Time

THE CHALLENGE • The world has shrunk. In the Septembers of years just past the world was so large that we could not reach around it. But today the world is so small that a steer in Texas and a cupful of wheat in South Dakota mean life or death to someone across the globe; that a black market in Chicago steals meat and daily livelihood from someone in Atlanta; that a strike in Kentucky strands railway passengers in Salt Lake City.

Yes, the world has shrunk so much that it fits right inside the walls of our classrooms.

THE RESPONSIBILITY • The shrinkage that should have given Americans a clear perspective over the world as a whole has instead given Americans only a confused headache. Bewildered we are crying, "Why? Didn't we win the war?" When questions are asked, there are those who appear with answers—of some sort. If teachers are truly guardians and perpetuators of the truth, they have a responsibility in this matter. Shall they defer to newspaper columnists, radio commentators, party spokesmen?

Now is the time for those who have always asked the routine little questions to step forward and answer the big ones.

THE OPPORTUNITY • So long as the most potent, the farthest reaching phrases heard in American homes today are, "Well, in our class in

OUT OF THIS



WORLD

Yes, this is the same, familiar B.E.W. With the hands of a new managing editor on the reins, however, the magazine inevitably is changed somewhat. If you like the changes, tell others; if you do not like the innovations, whisper your suggestions to us privately.

For example, do you like the thumbnail index on the front cover? It is designed to guide the hurried reader and re-reader; but please do not think the articles are *exclusively* indexed.

Our lead article, "How Well Are the Liberal Arts Defended?" is an illustration in point. We classify it as "Curriculum"; but the article is such a vigorous answer to the arguments of antivocationalists that *every* business educator ought to prime his guns with the ammunition stored in this article.

Do you like the three-part arrangement of the magazine? Part one is full of articles. Part two, beginning on page 36, contains a magazine-within-a-magazine report on professional news. Part three, on page 54, is a handbook of aids for teachers of shorthand (including the key to the plates in the GREGG WRITER), bookkeeping, and transcription.

If you have ever wanted to write a letter to an editor, now is the time.

school . . . ,” and, “Teacher says . . . ,” teachers have the means to stimulate American thinking to search for motives; to seek the truth; to appraise values objectively; to reach a perspective of the whole. If teachers will do so, the village schoolhouse will continue to be the community’s proudest monument to democracy. There must be no *if*.

Teachers can be the greatest clarifying influence in the country.

ITALICS, *BUSINESS TEACHERS* • True, a million themes will be written on “The Value of the U. N.” True, ten thousand social study panels will debate the custodianship of the atomic bomb and the implications of antilabor legislation. But let us be sure that, so long as our disorders are economic ones and therefore business ones, our business classes scan the world’s horizons and see beyond the rims of their prewar textbooks.

If ever business education can serve the goals of general education, now is the time.

What Next?

CLYDE I. BLANCHARD

In order that I may devote more of my time to my duties as General Editor of the Gregg Publishing Company, Doctor Gregg transferred my B.E.W. responsibilities on June 1 to Alan Lloyd, a member of our editorial staff. I know of no one to whom I would rather turn over my B.E.W. duties than to my friend Alan. You have only to read this issue to realize that under his management the B.E.W. will be an inspiration to your professional life.

My sincere thanks to you and the other readers of the B.E.W. for your co-operation in the past. I want you to keep in mind that I am still at your service no matter what my duties may be. Part of that service will be the reporting in this column of pertinent comments, suggestions, and ideas gathered from my correspondence and personal visits with teachers, administrators, and businessmen. (*Turn to page 5, please.*)

EMPLOYMENT HIGHLIGHTS •

In a summer report on a college employment survey by the Northwestern National Life Insurance Company of Minneapolis, it was found that the majority of June graduates seeking jobs were employed at starting salaries as high as or higher than last year's levels. For the higher starting salaries, however, employers have set higher standards. The wartime eagerness to hire "anything that breathes" is pretty well past. "Most companies are quite selective" reports one university.

Note particularly the demand for higher standards. Business students should be cautioned repeatedly throughout the current school year that, for their own protection against increasingly stiff competition, they should exert every effort to reach the highest possible goals in their studies. Otherwise they may be found among the unemployed or in uninteresting dead-end jobs looking back upon a wasted opportunity.

WRITE FROM THE HEART • "Very early in my salad days," writes Fulton Oursler in last May's *Magazine World*, "I learned how true it was that more must go into writing than mere data. I had an assignment from a popular science magazine to prepare a piece about a remarkable engineering project in Baltimore, the transformation into a modern concrete boulevard of a sewerlike river that twisted through the town. I worked for weeks to get the facts; I learned how many bags of what kind of cement were used in so many square yards, and a hundred more unthrilling but unimpeachable facts. All too promptly the editor sent back my story.

"'Everything is in there,' he said, 'except astonishment, bespellment, enchantment, and the triumph of man over the evil forces in nature.'

"That night I sat at my typewriter and, without looking at a note, I wrote the tale as I knew it and remembered it. It was stripped of all statistics, destitute of decimals. It was full of my own interest in the achievement. It brought me a check—and the realization that a story is more than a calendar of facts; it is a new thing that has come into being because the commonplace materials were transformed by the writer's imagination. Since then I have counseled many an author to put aside his notes, look into his heart and write."

We wonder whether, after reading a cross section of theses and dissertations, Fulton Oursler would give graduate students the same counsel. In reporting a research, should the researcher at times "put aside his notes, look into his heart and write"? At least we can permit ourselves the hope that he should and that some brave seeker after a doctor's degree will carry his experimentation into this virgin field and discover the recipe for a writing style for theses that will dress his findings in "astonishment, bespellment, enchantment, and the triumph of man over the evil forces in nature."

IN WORLDS



TO COME

Preview of forthcoming issues of the B.E.W.:

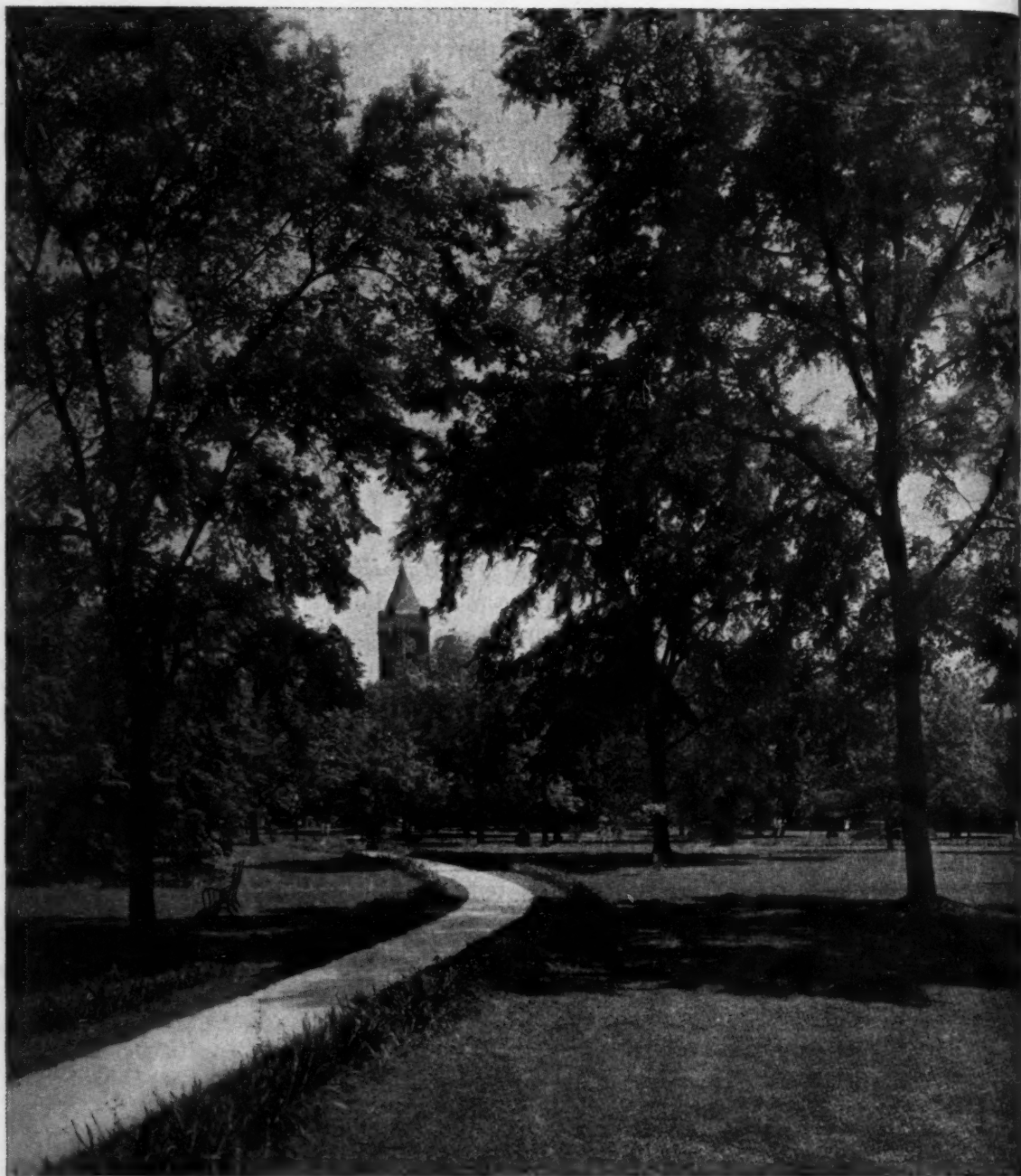
TYPING • *Practice Patterns for Developing Typing Speed* is so full of speed-building ideas that even Critic Harold H. Smith applauded the manuscript. . . . *Typewriting Job Instruction Timetables* is a special article by the Eleanor Skimin.

WHO'S WHO • The October issue will include a complete, up-to-date list of all state and city supervisors of business education.

ARITHMETIC • The *What to Teach in Business Arithmetic* series by R. Robert Rosenberg will be resumed in October with an article about business percentages.

LESSON PLANS • *The Teacher - To - Be and the Lesson Plan*, by Dr. S. J. Turille, will be number two in the featured lesson-plan series.

OTHERS • *The Magic Ingredient in Teaching Business Letter Writing . . . Promotion Possibilities for Men Stenographers . . . Money Speaks Through Signs and Symbols . . . Improving Instruction in the Use of Machine Duplicators . . .* a script for making your own movie to teach typing fundamentals . . . and special-feature articles by Clyde I. Blanchard, Hobby Editor Philip S. Pepe, Howard Zacur, Milton Briggs, and others.



How Well Are the Lib

FROM the time of Plato and Aristotle, through the middle ages, and to the present era of the propaganda of Chancellor Hutchins and others who support the vested interests of traditional liberal-arts education on the college level, arguments have developed concerning the place of a liberal education in a changing society. These arguments have

pointed directly to the inadvisability of supplementing a liberal education with training in practical fields of endeavor in many cases. Business education, home-economics education, agricultural education, physical education, and other areas of modernized collegiate training have felt the wrath of the so-called liberal educators. In some instances these blasts

A glimpse of the Campus at Winthrop College, The South Carolina College for Women, at Rock Hill, South Carolina, proves that beauty and grace are shared and enjoyed by all students regardless of curricula at the author's school.

have been helpful and have provided a leveling influence on fields that have been experiencing the pangs of adolescent educational development. In other instances the critics of the newer forms of education have provided argumentation incompatible with sound logic and induced by self-interest to the exclusion of the needs of a changing society. For many years, then, business education and the other new fields were on the defensive.

The beginning of World War II found an increased amount of time and effort being placed upon the technical skills needed to provide sound bodies, efficient office personnel, purposeful home training, and increased agricultural production. As the war progressed, additional emphasis was placed on these subjects as well as on other technical endeavors that would help to shorten the war period. When it became apparent that this emphasis on technical skills was happening, those whose major interests were primarily in the liberal arts became anxious because they feared this emphasis would continue after the war ended. Many of them seemed to believe that not only would technical training continue but also that it would take the place of subjects that had long been a part of the college program. This fear led to a change in the attitude of the traditional liberal educators. They became defensive-minded. They were no longer on the offensive. This attitude led to a veritable deluge in magazine articles and books

of comments that tried to prove a place for liberal-arts subjects in a total program of education. Some were sincere. Others were induced by fear and a desire to protect selfish interests.

What are the defenses that have been raised by the vociferous proponents of the older types of college education? For the most part the defenses involve statements that are not necessarily sound. Some have done their cause an injustice. The purpose of the rest of this paper is to point out these defenses and show to what extent they are valid.

For the past four years the writer's hobby has been the collection of statements that the liberal educators have made about vocational training in general and business education in particular. These opinions have been entered on file cards and classified according to the ideas that the authors have about business education.

Almost invariably the defenses raised in opposition to the great increase in enrollment in business subjects are classifiable into five categories. We shall call the first the defense of nonadjustment of vocationally trained college graduates; the second, the monetary defense; the third, the defense of subjective opinion; the fourth defense, satirical humor and ridicule; the fifth, the defense of omission.

EXAMINATION of the first item in the preceding paragraph indicates that there are some who believe that students trained in business education and other vocational fields will not be able to adjust themselves to new situations created by an economic, scientific, and social evolution. The following quotation is typical of this type of defense.

Arts Defended?

*Dr. Harold Gilbreth, President of the
Southern Business Education Association,
analyzes the current attacks upon
Vocational Education*



As a matter of fact, instruction of this sort (vocational) is likely to unfit him to meet the new and unforeseen problems raised by technology and social change. . . . Think of the havoc that may yet be wrought among the stenographers of the nation, carefully trained in the public schools, if the Dictaphone becomes the standard method of handling office correspondence.

This statement should be examined analytically. A number of questions should make it apparent at once that a defense such as this is weak and ineffectual. For example, is there any objective evidence, other than the opinion of the writer quoted, that vocationally trained students stop learning after they have entered an office position or that they will not be able to adjust themselves to changing conditions?

On the contrary, many office managers, who should know, contend that the opposite is true. They will point out that the greatest period of growth and adjustment is that immediately following entrance upon a job. Does the intelligent office worker cut himself off from possible changes and their implications? Is there evidence that the well-trained office worker will not suggest technological improvements? Office managers, again, will give many illustrations of how improvements and adjustments have been suggested by employees. What the writer of the quotation does not seem to know, too, is that most institutions offering secretarial subjects are providing training that allows for differences in office procedures. It is generally recognized, for example, that a college is not properly equipped if it does not furnish training on voice-reproduction machines as well as on manual shorthand. That is to say, many colleges are far ahead of the average office in terms of the training offered as compared with the training demanded. A critical consideration of the answers to these questions and to these brief comments should furnish ample evidence of the fallacy involved in the non-adjustment defense.

Another author makes the following statement:

The penalty which contemporary society has paid for omitting this basic sort of education (a liberal education and 100 books) is the multiplication of highly trained specialists, who are, fundamentally, uneducated men who are inadequate to the varied responsibilities of life.

One question should be asked in reply to

an indictment so serious as this. Where is there objective evidence to prove that students trained in liberal arts only can adjust themselves better than those who have received a small portion of their collegiate training in vocational departments under the guidance of intelligent business instructors? Not one reader of this statement has yet seen valid data of this type. The only evidence of this thesis is the subjective opinion of a very few persons who have axes to grind or selfish interests to perpetuate. Yet there are those who believe such statements without any scientific proof of the postulate and without any critical evaluation of what is said.

A third quotation involving the nonadjustment defense follows:

Those who urge the schools to give more so-called "practical education" are generally thinking of some sort of concrete experience. They insist that young people should be trained to do specific things in specific ways. Particularly is this true when they think of vocational education. However, nothing is more apparent than the failure of those who are educated in this specific, practical way to adjust themselves to changing situations.

In what way is it apparent that vocationally trained college graduates do not adjust themselves to changing situations? The author of the foregoing statement fails to provide evidence to prove his contention for either high school or college graduates.

We have just finished the greatest war in the world's history. The war was fought and won by young men educated for the most part in a technology of strife and who found it necessary to adjust themselves to changing conditions far beyond the scope that the world had ever conceived possible. It is generally agreed that a part of the backbone of the armed services was the paper work done by a vast group of unseen and unsung clerks, typists, and office technicians, who were often required to make many adjustments in a short time to new and changing situations.

All this may be summed up by saying that the defense of nonadjustment of vocationally trained college students has little weight among those who think carefully, analytically, and intelligently.

THE second defense of those who are interested in a continuation of traditional liberal education may be termed the monetary

defense. There is nothing invalid about this defense. No objections can or should be raised to it. On the other hand, those interested in business and other types of practical education should be cognizant of the implications involved. Examples of this type of defense are not hard to find. The quarterly publication of one of the professional organizations, for instance, recently published a financial statement showing that one author was given \$5,000 for writing a widely quoted book that propagandizes for a liberal education to the exclusion of other types of more practical training. The same publication shows that still another author was to be paid a similar sum for a volume of a like nature. Still further evidence of the huge sums being spent to propagandize in behalf of the liberal arts is found in a statement in a recent Sunday *New York Times* article. This article states that \$22,000 is to be spent by a committee that has as its function the mailing of "news" to newspapers and magazines. These statements are admittedly mailed for propaganda purposes in an attempt to show the need for extensive study of the liberal arts.

Again, it should be pointed out that there is no weakness in this defense. On the other hand, it is a defense that should be recognized by those interested in vocational education as a pure propaganda movement, subject to all

the implications and fallacies related thereto. It is the type of defense that must be met by continued and thorough recognition and by aggressive tactics of one kind or another.

ATHIRD defense used by those who seemingly cannot see beyond their own immediate interests is one that is often used by pressure groups that have no adequate proof to substantiate their position. This defense may be called the defense of subjective opinion. The short quotation that follows is typical of those found in many publications.

As a matter of fact, a young man will choose his specialty for himself and progress all the more rapidly and perfectly in vocational, scientific, or technical training in proportion as his education has been liberal and universal.

Again, there is a question of whether there is any proof that such an opinion is reliable. Where can the writers of such statements get scientific evidence to prove their contention? How can the, "As a matter of fact," be substantiated? Most of us would probably admit the general rule that the more education a person has the more likely he is to become a happy, intelligent, and socially valuable individual.

On the other hand, is there any evidence to prove that additional education will result in happiness and success in cases where that education is devoted exclusively to a study of the humanities? The answer is obvious. Such a defense will be challenged by the thinking individual who does not accept verbalism based on the contention of one person or of a few persons. Those trained in scientific procedures will immediately recognize the fallacy of such arguments. Subjective opinion often characterizes weak arguments. Business educators should, therefore, always ask what is the proof for statements made by those who would defend themselves through subjective opinions that are critical of others. Too often, we are prone to accept statements because they come from those who are loquacious either in voice or in pen.

ATTEMPTED humor characterizes another means by which proponents of traditional liberal education seek to protect themselves against inroads made by institutions providing practical training. An article ap-



Typical derogatory "joke": "They say you can get a job in Washington if you can tell the difference between a typewriter, a washing machine, and an electric iron. What's the difference?"

peared in an education bulletin a month or two before the close of World War II telling a "joke" concerning the wartime secretary in Washington who was hired because he knew the difference between the washing machine, the electric iron, and the typewriter. Of course, the gentleman's so-called humor is about three years old. That is not the point. Is it true that there are no excellent college-trained secretaries in Washington? Too often, such humor has painted a biased picture of the excellent work done by many patriotic Government stenographers. It is true, of course, that there were some poorly trained secretaries who joined in the war effort; but that was to be expected because of the rapidity of their training and the vast number of secretaries demanded by the Government services. On the whole, they did a fine job and should be commended for their efforts, not maligned.

Those who have taught large numbers of liberal-art students know that similar aspersions could be used as a means of deprecating that group. It should be recognized that the use of such humor is a meaningless defense. There seem to be those, however, who would defend the liberal arts by the use of humor in place of sound argument. Again, the thinking educator will not accept humor as a valid defense and, in all probability, will look upon and point out such attempts as being wasted effort unworthy for the purpose of drawing efficacious conclusions.

THE last defense is probably the most unworthy of all. It may be called the art of self-protection through omitting the mention of vocational training. Catalogue statements of objectives of many liberal-arts institutions do not mention the need for giving students training that will enable them to attain an honest, honorable, and satisfying standard of living. By so doing, they fail to recognize an essential element necessary for students to become happy and well-balanced members of society. These institutions are willing to take student fees but, at the same time, are not willing to admit they are offering training of a practical nature. Such an omission is unjustifiable. These institutions should either give "liberal training" only or recognize in their purposes or objectives the fact that some vocational training is a neces-

sary part of a well-rounded education. The omission of such training may result in frustration, bafflement, and maladjustment.

College catalogues represent only one locale of the defense of omission. Many articles and books have been written recently dealing with the place of the liberal arts in higher education. Some of these publications contain beautiful language, directing attention to significant and valuable outcomes to be achieved through the medium of a college education. In many instances, however, there is no mention of man's need to earn a living. This most important need, vocational competency, is merely ignored as if it has no place in man's scheme of things. One wonders how these writers can be so naïve and so blind. How can they advocate training for "seeking the truth" and ignore a truth that so obviously confronts them? How can they talk with the returned war veteran about his educational needs and still ignore what they hear? How can they overlook the needs of the young men and young women of the future who will complete their education at the end of a four-year college career? Why do they speak and write as they do? Is this defense valid? The only logical and obvious answer is a negative one.

THERE is a place for the liberal-arts and general education on the college level. There are few, if any, business educators who would say that college training should be devoted exclusively to business education. On the contrary, most business educators say that a considerable portion, half or more, of the student's time should be devoted to classes that will enable him to know fields other than his own. Many would agree with most of the findings of the Harvard Committee on Objectives of a General Education in a Free Society. They would recognize the great contribution that the humanities have made and should continue to make.

At the same time they would point out a concurrent need for subjects other than the traditional liberal arts, a need not recognized by many proponents of a liberal education. They would recognize that man must earn a living and that, without this training and ability, he is not likely to be a satisfactory

(Turn to page 61, please.)

*A quick review of
a pertinent research*

by

ROBERT L. HITCH
MacMurray College
Jacksonville, Illinois

What Tomorrow's Teacher Is Studying

THE NATURE OF THE RESEARCH • The basis of this study was a questionnaire sent to 120 business-department heads in Ohio, Indiana, Illinois, Iowa, Missouri, and Kansas. Questionnaires and catalogues were received from 87 colleges and universities. Personal letters from 36 institutions also contributed to the findings. This investigation had four major objectives: (1) to determine the advisability of offering a course in general business for liberal-arts students only, (2) to determine the status of shorthand and typewriting in colleges and universities, (3) to determine contemplated curriculum changes, and (4) to determine the status of work experience in colleges and universities.

NEW EMPHASIS IN TRAINING • *Work experience*, especially at the university level, is offered by many institutions and required by several.

Off-campus lecturers, usually men of experience selected from industry, are offered by 75 per cent of the schools studied. Many of these lecturers are regular guests, coming to the campus each year, and in many instances for a fee.

Merchandising, something comparatively new in the field, is offered as a curriculum by 80 per cent of the universities. The colleges have been much slower in recognizing its value.

A general-business class for liberal-arts students was accepted as a desirable suggestion by 80 per cent of all institutions. The universities were unanimous in their approval of such a class. It appears, therefore, that perhaps there is something of "liberal education" to be found in business after all.

THE COURSES BEING OFFERED • The courses offered in the business departments of 51 selected colleges and universities, and the number of schools offering them, are:

Accounting—1st sem.	50	Accounting, Cost—1st	Teaching of Commerce	18
Business Law—1st sem.	44	sem.	Business Organization	
Accounting—2d sem.	42	27	and Management	17
Shorthand—1st sem.	40	Business Law—2d sem.	Accounting, Tax—1st	
Money and Banking—		Public Finance	sem.	17
1st sem.	38	Accounting, Advanced	Economic Geography	
Typewriting—1st sem.	37	—1st sem.	—1st sem.	17
Shorthand—2d sem.	36	Statistics	Business Mathematics	
Typewriting—2d sem.	34	25	1st sem.	16
Marketing—1st sem.	30	Secretarial Training	Office Practice—1st	
Accounting, Intermedi-		Shorthand—3d sem.	sem.	16
ate—1st sem.	28	Typewriting—3d sem.	Insurance—1st sem.	16
Labor Problems	27	Advertising—1st sem.	Auditing	16
		Business Correspondence		
		—1st sem.		
		19		

CHANGES BEING PLANNED • Colleges and universities, large and small, are aware of and sensitive to a need for changing the offerings and program in the department of business administration.

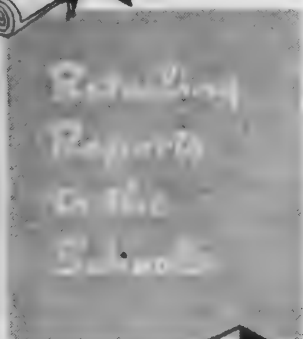
Of the small-college group (institutions with enrollments less than five hundred), 60 per cent plan immediate changes in the department. Following are the changes listed in frequency order:

1. The addition of shorthand and typewriting courses
2. Refresher courses for veterans
3. A reconsideration of aims and objectives
4. Time and motion studies, as a course
5. Office machines, as a course

The large-college group (institutions with enrollments of five hundred and over), appears to be very much concerned with "a need for a change." Of this vast group, 70 per cent are contemplating the revision of, or are in the midst

of revising the business curriculum. Changes, listed in order of frequency, are as follows:

1. A curriculum for the two-year terminal student
2. Expansion of offerings in accounting
3. Work experience as a requirement for a degree
4. Refresher courses for veterans
5. A curriculum in "merchandising" as a part of the department.



Frontispiece of pamphlet distributed to students.

LOS ANGELES BUSINESSMEN LEND A HAND • "Before you choose your career, consider retailing. We know it holds opportunity . . . we think it may be the kind you're looking for." Thus Bullock's, fashionable department store in Los Angeles, speaks to students and veterans. The words, printed in a widely distributed brochure about retail opportunities, sound the keynote of the invigorated guidance program through which businessmen are helping the schools—and lining up future employees at the same time.

When John Given, Los Angeles business-education supervisor, returned from the Navy last fall, he found a grave need for guidance toward business. A special Education-Industry Committee had made an investigation and the statement that ". . . the practical way to get this done (help the student and the returned veteran to a better understanding of job opportunities and to a selection of a vocation) is to train every teacher in the context of job opportunities. . ."

Confident that attention to retail occupations offered a good starting point, Mr. Given solicited the aid of business groups in Los Angeles: "Will you help us give our teachers occupational experience?" When they guaranteed co-operation, he went

further and arranged for four-week guidance courses, including two weeks of on-the-job training, at the two big Los Angeles universities.

With that program under way, he returned to business with: "Will you help us give our students work experience?" and found more and more business executives willing to take part in long-range training programs. Literature about retailing and related occupations—such as the brochure from Bullock's—became available for students. Big stores gave dinners for counselors, upper-class students, teachers, principals, and members of the Board of Education. (One board member said, "It was the most constructive affair I have ever attended during my fourteen years as a member of the Los Angeles City Board of Education.") Speakers and demonstrators addressed school audiences. The guidance program was implemented. Retailing reported to the schools.

Commenting about the initial success of his public-relations program, Mr. Given said, "Frankly, we are more than pleased with the outlook"; and he enumerated some of the immediate achievements: four classes of salesmanship in a high school that had never offered such a course; double retail enrollment in other schools; seven retailing co-operative activities; counselors had a real insight into retailing; best of all, "our retailing executives are taking an active interest in our schools; they are supporting us in a wide variety of organizations; and their advice, recommendations, and suggestions are given free."

Mr. Given has a right to be more than pleased. Los Angeles businessmen are lending him a hand, and it is a big one.

Our Beginning Typists

Are

FUN!

EDNA L. GREGG

Miss Gregg, an experienced teacher of typewriting in Coloma, Michigan, High School, explains in detail how she introduces the keyboard, develops stroking technique, creates healthful attitudes toward accuracy and speed, and pushes her beginners to a minimum speed of 40 words a minute in classes that, we bet, really are fun!

I LIKE the beginning of school! For a whole year I've been sizing up the sophomores as they pass through the halls, and we've long since had a smiling acquaintance. They have looked me over, too; but most of all, they eye the typing room. Once in a while a sophomore drops into the room to study our charts and casually tells me that he "will be in here next year." Mostly, though, they just look.

On the first day of classes, it is hard to tell who is the more eager to get started, the students or I. I do not waste time with words. After cautioning the students to call me if they should clash the keys, and explaining why they must be separated with care, I tell them to remove the covers from the typewriters. They do not need a second invitation! "Now, put your paper in," I say. Some of them look at me with amazement, as much as to say, "Already?" I ignore the look; and, as the majority of the class members are happily at work, these amazed ones follow suit. I do not take time to explain all the details of proper paper insertion on this first day. I have found it is a waste of time, and we have "bigger game" to pursue. A few will need a little help in adjusting the paper once it is in. To do this, I step to the nearest typewriter where the student has been none too successful and demonstrate to the class the way the paper can be straightened. Usually only one or two need help on this problem.

By this time the air is electrified with excitement. I point to the home keys on the central chart and tell the students to locate

them by placing their fingers on the proper keys. They look at their hands while they find the right keys. Some of them spread over too many keys and must be shown individually; but most of them find the correct keys quickly. Next, I tell them to drop their hands into their laps and then, with their eyes on the chart, to try to find the home keys. They are told to repeat this exercise several times until all feel fairly sure of the home-key position. During this time, I am moving from one student to another, to make sure that my instructions are actually being carried out.

The next step is a critical one. On my success in teaching it, plus the students' perseverance in mastering it, will depend largely the degree of success they attain through the year. I let them know that this is a *sine qua non*. I tell them to place their fingers on the home keys, to curve them under until they feel just the very tips of their fingers resting on the keys (good-bye long fingernails!), and finally to raise the hands without stiffening the wrists until the fingers are just barely *not* touching. This, I explain, is the proper writing position. "But," says one conscientious soul, "if I don't touch the keys, I won't know where I am!" I tell him I can teach him the location of the letters within two weeks, but unless he learns the stroke first, I can *never* make a really good typist out of him.

Beginners have a pathetic faith in the "profound wisdom" of the teacher, so that most of them will try *very* hard to get the desired hand position. This is the only position I know that permits every key on the board to be struck without readjusting the hand or changing the position of the fingers. Moreover, it promotes a quick, staccato stroke that makes for speedy manipulation. If the student clings to the home keys, he is prone to

use the ball of his finger tips on the third and fourth rows particularly. He follows the keys down with a "mash" stroke, also, and is too slow in getting off the keys. This idea, along with a great many others in this article, was originally given me by Mr. Harold Smith at Gregg College; but I'm not at all sure how many of them he would want to recognize and claim in their present state!

Just as soon as the students have found their correct hand position, I call attention to the *F*-key. After cautioning them again to be sure that they have the correct hand position—just off the keys—I tell them to strike *F* as I call it in a sharp, staccato tone. Most of them get so excited seeing whether or not they actually did hit the proper key that they forget all about hand position. I let the excitement fade before we begin over. Now I tell them to be sure that they hit the key with a good, *hard* blow, with the very tip of their finger; but that the instant the finger comes in contact with the key, it must come up as the key is going down. We try it again and still again. The harder the stroke, the quicker the release; and the greater the confidence, *provided* that the finger is removed the instant it comes in contact with the key. I make a quick circuit of the class at this point and introduce each student to kinesthetic perception of the stroke by taking his first finger and actually making a stroke with it.

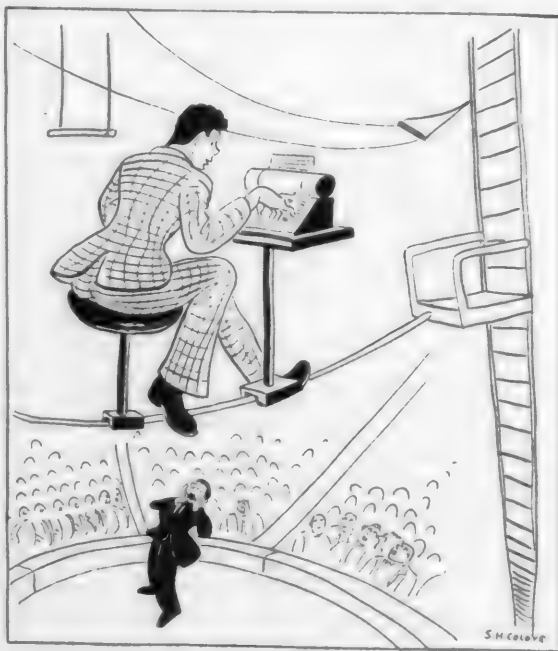
We move quickly during this drill from *F* to *J* and on to other first-finger keys. We may even cover keys reached by other fingers during the first lesson. By the time the period is finished, we have written a few words, such as *rug*, *fur*, and *far*. The students are surprised when the bell rings and leave the room with a feeling of triumph and a conviction that typing is going to be fun. We are on our way to success!

DURING the first few lessons, my chief emphasis is on the correct stroke. All else is secondary. I emphasize coming back to the rest position—fingers on home keys, palms on the frame—after every letter and later after every word. This serves two purposes: It prevents tenseness and gives me additional opportunities to remind the students of correct hand position without their feeling that they are being nagged. *Relaxation is a prime essential at this stage;* for, if the student hurries from one stroke to the next, he will get a poor stroke and, paradoxically enough, a much slower stroke than if he takes his time. The tragic thing about hurried tense stroking at this stage is that the student is forming basic habits. The class works as a group at my direction, although I keep moving from one student to another and giving individual instruction as well. Students work on the last word given; or, if I become engrossed in helping one student for a part of a minute, they review words previously given, as they have been instructed to do under such conditions.

When I find a student inclined to throw his wrists into the air, I tell him to let his hands fall heavily into his lap. Then, while I caution him not to help me, I pick up his hands and place them in the proper position. Sometimes several attempts are necessary be-

fore the student learns how to keep his wrists relaxed and low while in the typing position.

The students practice on three-letter words that cover the entire keyboard. These words are selected from those that will appear in their first copy work from the text. At first I make no attempt to have them combine the letters into quick words, for I find that they cannot master more than one correct stroke at a time. They are not bored, because



"C'mon—throw the carriage, champ!"

the novelty of just hitting different letters has not yet worn off, particularly as they are spelling actual words with their letter practice. I look with suspicion upon the technique of any student who is getting whole rows of words while the average student is typing only two or three repetitions of them. I am not opposed to speedy typing, quite the contrary; but I find that these students are usually sacrificing proper technique for the very unimportant, at this stage, quantity of work. They get their fingers fixed over the keys for the word. They may even be resting on these keys. Unless I exercise great precaution, I find my potentially good typists turn out to be only mediocre ones by the middle of the year.

The keyboard is covered in the first two or three days (all but the numbers); by the end of the first two weeks the students have learned reasonably well the location of all the letters and habitually type fairly correct strokes. They have also begun to think of a few of the most frequently practiced three-letter words as word units. These individual words, when typed as units, are being typed at a rate of about seventy words a minute, or perhaps it would be more in keeping to say at the rate of three or four strokes in half a second. They are building up potential speed for longer copies.

WHEN they start practicing on words as units, I have them type each one on the word level until they are sure of each stroke; but I encourage them not to return to rest position until the entire word is completed. Then they are to relax before another attempt. This is essential. After two or three such attempts, I tell them to stop long enough to locate mentally all the strokes of the word and, when they are sure of *all* of them, to move quickly through the word. If the student is uncertain about a stroke, he will automatically linger on the previous stroke and thus acquire poor habits. At this stage, too, special emphasis on the space stroke is necessary, to forestall a habit of leaving it out. Students must be taught to think of a three-letter word as a group of four smoothly executed strokes. I must be sure that they make the space stroke *before* they relax and not afterward.

Now that students are beginning to think

of other things beside the stroke, I expect to find some who are slumping into poor technique habits. I must never for one moment lose my patience and enthusiasm, nor cause a student to doubt my faith in his ability to succeed. Experience has taught me that *any* student who has somehow blundered through the first ten grades of the public school has sufficient mentality to succeed in typing *if only I can retain the interest he brought to class on the first day.*

There is nothing malicious about his persistence in the wrong technique, for he is very eager to succeed; and, whatever might be the attitude of fellow teachers, he does not question my methods or advice. It is up to me to maintain his faith in himself and to create an attitude of co-operation and friendliness, not of criticism. Personal demonstrations and class instructions must be given over and over; yet students must not feel that they are being nagged or "picked at." I take their fingers and show them how every key can be hit without moving any part of the arm, by simply picking up the finger from one key and then picking it up from another. The emphasis on the "up" helps. Then I show them that additional movements are necessary if the fingers are kept on home keys and show them how the ball of the finger tips are used correctly on certain reaches. Finally, I steer them through a few successful typings of the word.

By this time they are adding a fourth letter to many of the now-familiar three-letter words. They are also learning to think of two two-letter words in small phrases. They have learned the use of the shift key and are writing their names on their papers. For variety, a few very short sentences have been written from familiar words, so that they know how to handle both the capital and the period, with the two spaces following it. Even the question mark has been used and, of course, the comma.

I never confuse students with more than one new problem at a time, and I do not rush to new problems too quickly. If students become confused, they are discouraged and their learning processes are blocked. One new thing at a time is a safe rule. At the same time, I try to have them leave the room each day with a definite feeling of accomplishment for that period. Last year two students came

to class quite excited because they had heard that the morning classes had typed a five-letter word. The word was *house*, made up of the familiar words *how* and *use*, with the new problem only that of a little more sustained effort.

DURING all this time students have written from charts only. I have a number of colored charts so that each student can place one where it is most natural for him to watch it as he types. Throughout the first semester, at least, word practice first on the letter level and then on the word level is emphasized as the chief means of progress. I insist on the letter-level attempts and show students who are impatient with them how much faster and more smoothly they can do the fast, word-level attempts if they take the slow ones. I make no issue of accuracy at this stage, but students are aware that a word that is misspelled is a failure.

When the students are able to write many words with confidence, they pass naturally into the writing of sentences. Just as long as there is an atmosphere of eager interest in word writing from the chart, I do not introduce the text, because they can progress faster without it. Unless they are sure of the words and the letter reaches, they will develop many serious problems in following copy. As, from the first day, they have been taught to keep their eyes on the chart while they write and throw their carriages, and as they are familiar with the words and even the sentences of the first lessons of the text, their first lesson from the book remains true to our principle of *having only one new problem at a time*. I make it clear to them that their new problem of the day is learning to keep their eyes on the book instead of on the chart. In order for the students to get practice from the very beginning in keeping their eyes on the copy while they return the carriage, I instruct them to write through the sentence twice before they stop. They are also cautioned to take their time and not to dash into any word until they have mentally located every letter. After the two writings, they practice any word missed before they repeat.

For a few days, just copying the sentences is fun; but soon some new element must be presented. Now the different sections com-

pete with one another, to see how many correct lines they can get in four attempts. Each student's name is placed on the board with his particular score. I give them a chance to call out their scores, because it gives them recognition for accomplishment and helps to keep the interest at a high level. If some student is not making a score, I step to his side and prevent his hurrying from one word to another by moving my finger along the copy and by reminding him to relax between the words.

I find, too, that some students try to write words as units when they are not sufficiently familiar with this sort of manipulation. I encourage them never to attempt a larger unit than they are able to handle successfully. With a little help, every student in the class can have some feeling of success and take a personal pride in the class score. Usually each section can be commended for something as compared with the others. One may have the highest score, another the largest number of high scores, a third the best average score, and so on. I endeavor by means of section scores to help the slower students to feel pride and not jealousy in the high scores.

Use of the tabulator key, line spacing, determining the length of the line and proper margins, centering, and other basic instructions are introduced one at a time as needed. All these are kept subordinate to the main problem of basic technique. Complicated problems in tabulation, letter writing, and other forms are postponed until the second semester.

NOTHING is said throughout the first semester about metronomic rhythm. We talk about writing words or phrases *smoothly*. I teach the students to listen to their own typing, to detect "jerks" within a word. They are instructed to single out such words for special word practice of the customary pattern. I insist that students pause long enough after a word to be sure of themselves before they begin the next word and then to type it without hesitation on the highest level that they feel confident of their control, either on the word or the letter or sometimes even the phrase level. I set speed and sound patterns for them on words and phrases or call upon students to make these demonstrations. Yet, when, in the second semester, a certain amount

of metronomic rhythm is introduced to decrease time between words. I find that, after the first very few attempts, these students type with more metronomic rhythm than students to whom I used to teach it at the beginning. What is more, flowing rhythm is their stock in trade, because from the first they have learned to think of words and phrases interspersed with harder words written on the letter level. Their hesitation between words decreases as they become sure of next word.

As the semester progresses, more and more emphasis is placed on 1-minute timed writings. We do not call them tests, because that word has an undesirable connotation to most students. We call them "timings," a term that is happily free from any unpleasant associations. Students like 1-minute timings and beg for more. Their records are always before them by sections and by individual students and the same efforts are made to keep students feeling successful that were made with the first short sentences for control. We use the same copy for several days, for I find that this increases their mastery of words and builds speed faster. They will not transfer all their speed to the new copy, but they will have much more than they would have had if they had not built up speed on the old copy. In the first place, they meet many of the same words; and, in the second place, their stroke is improved by typing at the higher rates.

The first longer efforts are called "control exercises." They are not timed. A rather generous number of errors is allowed for the lower passing grades—and they are given a definite grade scale—but the higher grades require a rather high degree of accuracy. Students may attempt the exercise again at a

free period. All the attempts are turned in, but I grade only the best one. In this way, tension is kept down, but they are penalized for careless work.

From untimed control exercises they move easily into timed ones. Later the gross-speed grade is also added, but control remains a separate grade at all times. Whenever a student works too much for speed to the exclusion of control, I can show him his record and point out that he is ruining his grade by his haste. Then I give him a little individual help toward learning to relax between the words. This problem is always with us! When he fails to progress in speed, I look first into his word-practice technique. Then I give him more easy phrases; but, except in a few extreme cases where laziness seems to be a factor, I discourage pushing on 5-minute timed work.

During the first six weeks grades are only tentative if given at all. After that I post in a prominent place just what achievement scores are expected for each of the several grades. Not all attempts are graded—only a given number—and these are the best they make during the week. I keep the grade scale moving just fast enough, I hope, to call out the students' best efforts without discouraging them. I have found that usually I err on the side of not expecting enough. Within reason, students will accomplish just what is expected of them and no more. I try to keep this grade scale a challenge to their best. At least a third of the daily 40-minute period is spent in word practice throughout the first semester and is continued in lesser degree throughout the second. It is not graded, but interest is maintained by the thrill of writing at the highest speed that can be attained on these small units and by the *sense of mastery* that it gives.

Just what does my class accomplish during the first year? That, of course, varies with the particular students I have. Usually there are two or three who do not quite reach forty net on 5- or 10-minute timed work. These are almost without exception those students whose general school-attendance record is inexcusably poor. Always one or two students exceed seventy net words on timed work for 5 or 10 minutes. The rest range between and vary with the year.

Yes, beginning typists are fun!



"You'll have to slow down, Miss Jackson, the other offices are complaining."



Courtesy of Remington Rand, Inc.

Every part of the new KMC Remington is removable, interchangeable. This facilitates cleaning, repairing, replacement of parts.

Your Typewriter

A TEACHER of typewriting cannot go very far without finding out that, when a typewriter serviceman says that he has overhauled a machine, what he means and what the teacher expected to get may be two different things. Usually hard feelings result, to say nothing of the time lost in the classroom and repeat calls by the serviceman—assuming that you can get one!

Under the best of conditions it is difficult to compare quotations on typewriter repairs, because the typing teacher or the school superintendent does not know what is being quoted and, usually, cannot verify quotations, to see whether he got what he expected to get and what he paid for. The serviceman may have blown a little dust out of the typewriter, wiped out a little dirt, and made a few minor adjustments. He may have checked a few points—and he may not have! When two different servicemen quote \$7.50 to overhaul a machine, there may still be a vast difference in the thoroughness with which they expect to do their work.

We eliminate such difficulties in our school by handing the serviceman a 40-point Machine Repair Inspection Sheet, and telling him that that is the way we check a machine after it comes back from the repair shop, and that it is only fair that he should have those points in mind when he makes his quotation. We ask him, "What will you charge to adjust every item called for on the enclosed check sheet?" This is fair to the serviceman, and it is fair to the school. Not all schools demand the same service. The teacher who is very particular and who wishes to do a superior job of teaching must not be hampered by faulty servicing on the typewriter; and the serviceman who goes through endless pains to adjust a machine for a teacher who doesn't know what it's all about is doing more than is appreciated.

Every question on this Machine Repair In-

MACHINE REPAIR INSPECTION SHEET

MAKE OF MACHINE
 SERIAL No. DESK No.
 DATE OF PRESENT CHECKUP
 CHECKED BY

- | + or — | Items |
|--------|--|
| 1. — | Write the alphabet. Are all letters in line? |
| 2. — | Hold down space bar, and with other hand tap each key lightly. Did every key operate freely and fall back easily into the top basket? |
| 3. — | Type a line until keys lock. Did all keys lock on the same point without piling at the end of the line? Repeat. |
| 4. — | Type a line until keys lock. Tap margin-release key just once. Repeat this six times. Did carriage remain silent each time without spacing when you struck the margin-release key? |
| 5. — | Does the bell ring clearly for each line without fail? |
| 6. — | Is the spacing between lines uniform for single, double, or triple spacing? |
| 7. — | Are all tabulator stops on the machine? |
| 8. — | Does backspace key backspace once and once only, whether it is depressed slowly or struck quickly? |
| 9. — | Is cylinder (platen) smooth, without noticeable pitting? |
| 10. — | Does carriage move freely when carriage-release key is depressed? |
| 11. — | Do both left and right carriage-release levers operate smoothly? |
| 12. — | Do both paper finger, or rollers of the bail, move easily? |
| 13. — | Do both marginal stops operate smoothly and easily? |

Repair Dollar

Inspection Sheet is so phrased that the answer must be (+) before the machine is properly adjusted. For example, Question No. 1: Obviously, if the letters are not in line, the serviceman should make whatever adjustments are needed to make for proper alignment. Question No. 4: Obviously, if the keys do not lock at the same point, the marginal lock needs attention. Sometimes it is a long way from the cause to the effect. A small shim omitted by the serviceman at the right end of the typewriter platen may cause trouble with the backspace key (Question No. 34). Even an amateur serviceman knows this, but a typing teacher may be some time finding it out.

Any teacher could prepare such a check sheet for himself. Any school could add items to this list, remembering always that the questions must be so phrased that they can be answered "Yes" only when the proper adjustment has been made.

There still remains many a hidden point on which a school cannot very well protect itself. We cannot know for a certainty whether the felt pads in the escapement body of the typewriter were replaced. We cannot tell whether the serviceman did as he promised—to replace any worn parts, and so on. We still must depend upon his moral integrity. There are many such things that are not easy to check on, but our experience has been that servicemen like the idea and have of their own accord asked for copies to use in their own work.

Finally, there's another point that the teacher can profitably make of this check sheet. It is good for the students to go through such an inspection check sheet, to see just what it means really to locate faulty adjustments in a typewriter and to be able to locate precisely what it is that keeps the typewriter from doing satisfactory work. Something might be said about learning to name the parts of the machine in terms of their functioning—in relation to what they do or what they do not do.

14. — Does lateral paper guide move smoothly and evenly?
15. — Wind the ribbon entirely onto one spool. Type one line. Did the ribbon reverse automatically? Repeat for other spool.
16. — Is ribbon reasonably fresh and well inked?
17. — Is ribbon properly threaded in ribbon carrier?
18. — Is type basket bright and free from dust and grit?
19. — Is carriage rail clean and free from rust and grit?
20. — Is space under the typewriter free from paper, pencils, and the like?
21. — Did you notice any other defects? Explain in space below.
22. — Were paper-bail rollers replaced if necessary?
23. — Does the horizontal paper gauge hold firmly?
24. — Do the tab stops, tab set, and tab clear(s) operate smoothly?
25. — Is the vertical carriage play uniform at both ends, and not excessive?
26. — Is the variable line-space mechanism free of excessive play?
27. — Does the escapement operate smoothly at high speeds?
28. — Are the ribbon spool cover(s) properly hinged, with springs attached?
29. — Were feed rollers replaced if necessary?
30. — Were the brakes on period and comma keys adjusted properly?
31. — Were the scales repainted?
32. — Is the "trip" correct and uniform at center and sides of keyboard?
33. — Was the printing-point indicator repainted and registered?
34. — Is the platen adjusted with shims on end bearings?
35. — Was the variable shaft straightened if bent?
36. — Does the horizontal half-space device operate correctly?
37. — Does the line-space detent roller operate without permitting platen to drop noticeably after line-space lever is released?
38. — Does the paper table fit snugly into its retainer springs; and/or were broken springs replaced or adjusted?
39. — Is alignment of "m" on line scale correct?
40. — Was side play of type bars taken up?

Charting Accounting Procedures, No. 2*

Complicated principles of accounting and bookkeeping can be made simple through the use of thoughtfully prepared blackboard diagrams. For example, to clarify the effect that Cost, Expense, and Income accounts exercise upon Assets, Liabilities, and Proprietary Interest accounts, a five-step cycle can be evolved in the order outlined below.

HOWARD A. ZACUR
Cedar Crest College
Allentown, Pennsylvania

*Mr. Zacur's first chart appeared in the B.E.W. for March 1946.

STEP ONE: Construct T-accounts to illustrate assets representing business ownership or possession. Point out that asset accounts are increased by debits and decreased by credits, and write in plus and minus symbols.

ASSETS			
Cash		Mdse. Inventory	
10,000		2,500	
+	—	+	—
Debits	Credits	Debits	Credits

STEP TWO: Construct a T-account to illustrate liabilities, representing the indebtedness of the business, or the equities of creditors. Use plus and minus symbols to show that liabilities are increased by credits and decreased by debits.

LIABILITIES	
Accounts Payable	
—	500
—	+
Debits	Credits

STEP THREE: Construct T-accounts to illustrate Proprietary Interest, representing the owners' claims or equities. Again use plus and minus symbols to indicate that these accounts are increased by credits and decreased by debits.

PROPRIETARY INTEREST			
Capital Stock		Surplus	
—	10,000	—	2,000
—	+	—	+
Debits	Credits	Debits	Credits

At this point the equation (assets equal liabilities plus proprietary interest) becomes a functioning part of the cycle structure.

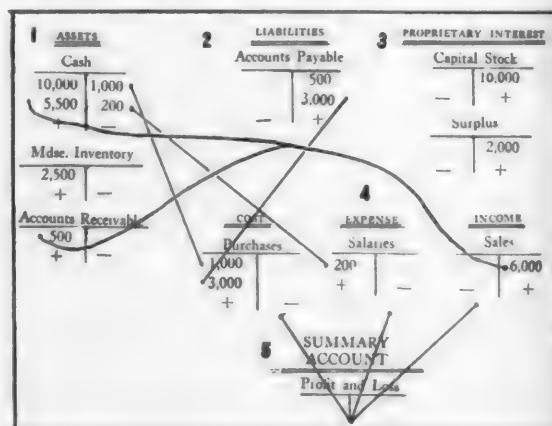
STEP FOUR: Construct appropriate T-accounts for Cost, for Expense, and for Income. Again, use plus and minus symbols to indicate that the Cost and the Expense accounts de-

crease Surplus by debits, but that the individual accounts Purchases and Salaries are increased by debits. The Income account increases Surplus by a credit; and the individual account, Sales, is also increased by a credit.

COST		EXPENSE		INCOME	
Purchases		Salaries		Sales	
1,000		200			6,000
3,000					
+	—	+	—	—	+
Debits	Credits	Debits	Credits	Debits	Credits

STEP FIVE: To show the effect of Cost, Expense, and Income accounts on the Asset, Liability, and Proprietary Interest accounts, draw lines showing the debits to Purchases and the credits to Cash and Accounts Payable; the debit to Salary expense and the credit to Cash; and the debit to Cash and the credit to Sales.

Cost and Expense accounts decrease Surplus by debits, but the individual accounts are increased by debits. The whole effect of the Cost, Expense, and Income accounts on Proprietary Interest and Assets is determined at the end of the fiscal period when these accounts are summarized in the Summary account.



Dictate Sympathetically—It Pays!

IN THE FIRST unit of the *Gregg Shorthand Manual, Anniversary Edition*, is stated one of the greatest secrets of shorthand skill—phrasing. Yet many conscientious teachers will carefully read this principle; then hamper their own students from attaining phrasing skill by their manner of dictating.

They will read in the Manual that: "The joining of simple words is a great help to accuracy and speed in writing shorthand, and its acquirement should not be deferred until the habit of writing common words separately has been formed."

Yes, just as I did, these teachers will read this rule over and over again; explain to their pupils why phrasing is so important; and then themselves proceed to be the chief handicap to their pupils' acquiring phrasing ability.

Many such teachers pride themselves on being very even dictators; on always being "right there" with the second hand of their timer. As they dictate, there is a definite pause between each word, with almost clock-like precision.

No, students will learn to phrase only if their teacher is, figuratively, taking that same dictation with them. Such a teacher will not dictate "I will not be able" as five separate words and expect his beginning students to write it as one phrase outline. Human nature is such that most students will write five different shorthand outlines for the five words.

Whether you teach by the Anniversary or the Functional method, your students are not going to learn to phrase with facility if you dictate from your key, speaking each word separately with metronomic regularity. Rather, remove yourself from the barricade of the text key when you first begin dictation. Dictate, instead, from the shorthand plate, dictating each phrase just as the phrase is written in the plate. Whether your students are taking dictation with books open or closed, you will thereby help them.

In the early stages of dictation, when your

Phrased dictation helps both learner and teacher

ERLING N. ROLFSRUD
Concordia College
Moorhead, Minnesota

dictating speed is set by your class, this dictating from the shorthand plate is a real help to the student not only in writing but also in helping the slower student to read the shorthand plate from which he is copying.

Some teachers may object that the businessman does not "dictate sympathetically,"

that he does not dictate in phrases. Actually, as you will find if you will listen to most businessmen as they dictate, he does dictate sympathetically and in phrases. He does not do this in order to aid his stenographer. He does it unwittingly, because most of the shorthand phrases are also good speech phrases. The businessman, therefore, instinctively groups these normal speech phrases, which the student should, in any event, learn to group in shorthand.

Still another justification for this type of dictation, if any further justification should be needed, will be found in Mr. Blanchard's¹ statement: "I dictate sympathetically and clearly *because I am teaching while I am dictating.*"

Authorities on methods of developing skills are emphatic about the necessity for protecting and sheltering the skill while it is growing.

WHEN you are ready to give time dictation, go through your shorthand plate and mark word counts with a red pencil, copying from the key, and you can then dictate as readily at 60 or 80 or 100 from the plate as from the key itself. Furthermore, you will have the added respect that students give the teacher who demonstrates his own knowledge of shorthand by reading shorthand, instead of a printed longhand key.

You will also have a more thorough com-

(Turn to page 61, please.)

¹ Clyde I. Blanchard, *20 Shortcuts to Shorthand Speed*. The Gregg Publishing Company, New York, New York, 1939, page 72.



Miss Nadine Marcum, shorthand instructor at Polytechnic High, dictates at 140 words a minute.

Our Shorthand Program

THREE years ago the shorthand teachers of Polytechnic High School, of Long Beach, California, determined to find a way by which the quality and quantity of work done by their shorthand students in the second year would be improved.

Perhaps this article should be prefaced by stating that the shorthand teachers of this school are not only enthusiasts but also have the ability to create a high enthusiasm in the shorthand class. Each teacher is a specialist whose interest is not merely in developing skill in shorthand and transcribing but also in seeing that the classroom work is of such character as to enable the students to orient themselves with as little difficulty as possible in jobs obtained at the completion of the course.

Graduates are requested to report back to the teacher after working six months or a year, to tell what part in the course was over-emphasized or underemphasized. When these reports relate only to some particular job and not to the general situations arising in offices the report is filed for future reference; if the

META B. BERGEN
Department Head
Polytechnic High
Long Beach, California

reports indicate a common suggestion or criticism, the teacher modifies the course accordingly. This has proved to be a most wholesome practice.

Definite goals are established at the beginning of the second year in the two groups comprising the advanced classes. The same requirements for grading are followed in each group; therefore, it is easily understood why one group will have A and B grades while the other one will have C and D. Group 1 is composed of students who have shown exceptional ability in the first-year shorthand classes. High English grades and a grade of A or B in shorthand theory are required for this group, which is classified as Shorthand 2B¹.

Students of Group 2 are those whose records indicate less ability; this group is classified as Shorthand 2B².

Grading requirements in the second year are:

FIRST HALF, FIRST SEMESTER

- A—Pass the 80-word test twice
- B—Pass the 80-word test once
- C—Pass the 60-word test twice with recommending grade*

D—Pass the 60-word test once

SECOND HALF, FIRST SEMESTER

A—Pass the 100-word test once

B—Pass the 80-word test twice with recommending grade

C—Pass the 80-word test once with recommending grade

D—Pass the 80-word test once

FIRST HALF, SECOND SEMESTER

A—Pass the 100-word test twice with recommending grade

B—Pass the 100-word test twice

C—Pass the 100-word test once

D—Pass the 80-word test once with recommending grade

SECOND HALF, SECOND SEMESTER

A—Pass the 100-word test three times with recommending grade and pass the 120-word test once

B—Pass the 100-word test three times with recommending grade

C—Pass the 100-word test three times

D—Pass the 100-word test twice

*Recommending grades are those ranging from 85 per cent to 100 per cent.

The class periods are 55 minutes in length. There are two such periods daily—one for dictation and one for transcribing.

When a student in 2B² meets the requirements of 2B¹, he is immediately transferred to the second group. If a 2B¹ student fails to attain the required speeds as outlined, he is transferred to 2B². The two groups meet at the same hour, eliminating any difficulty in programming.

All first-year shorthand students understand what the classification means, and why it is made. The ambitious student is thereby encouraged to do the highest grade of work he is capable of doing; and the slower one realizes that, although there is no disgrace in being unable to write as rapidly as some other student, there is a decided advantage in studying and practicing diligently in order

to maintain as high a rating as possible.

Students with little ability are advised to discontinue the study of shorthand at the end of the first year. Students with A, B, and C grades are encouraged to continue the course.

During the second semester of the first year, the monthly Gregg Writer speed tests are given. Most of the students receive the 60 and 80-word certificates during the first year. This is an incentive to strive for the 100-word certificate at the beginning of the second year, although some students have received this certificate by the close of the first year.

There were 47 students in the two classes last year. Of these, 47 passed the 100-word test; 31 passed the 120-word test and 10 passed the 140-word test.

There is no secret to be told as to "how to do it." The results are obtained by daily practice and hard work on the part of teachers and students. The work in the first year is of the greatest importance; for, when students have the right foundation in shorthand theory, there is little difficulty in applying its principles in the acquirement of speed. We use a combination of two methods in our teaching. We read shorthand plates from an all-shorthand text before writing; but we begin writing the first week, using the Anniversary Edition of the Gregg Manual as the text throughout the course. Much supplementary material is used for reading.

The students like the course and say, "Shorthand is fun!" The teachers and local businessmen say, "Well done!"



Miss Alma Scheel
dictates at 120 words
a minute.

Lesson Planning for the

JOHN W. ERNEST
Los Angeles Public Schools

IT IS well known in adult education that the more thoroughly skilled and technically trained you are, the more confidence and respect you will merit from members of your class. The fact that you are an expert in your field, however, does not guarantee success as an instructor. Good teaching, successful teaching, requires careful planning and organizing of what you know to be important to the learners. The degree of your success in teaching will largely be determined by the extent of your planning that precedes your teaching.

A common error committed by businessmen-teachers is their attempt to cover their entire field of work in a single lesson or meeting, like speakers you have heard who said all they had to say in a few moments, and then forced you to sit through an hour of boring repetition. In order to avoid this hazard in your classes, and to assure yourself that you will have a definite program scheduled for each meeting, you should:

1. *Outline your course.* This includes arranging your materials, breaking them into units and topics, and scheduling them for class meetings.

2. *Plan your lessons.* This requires your arranging all details in the sequence you will use them—objectives, facts, skills, and your own teaching techniques.

Obviously, before you can plan each lesson in detail, you must prepare a course outline, to assure your getting solid units of instruction into each lesson, and to assure that each lesson is related to the others in the course. Continuity is important. You do not want any students to leave your classroom saying, "He threw a lot of information at us, but he didn't tie it together."

Outlining the Course

As a starting point in planning your course, give some thought on what you intend to accomplish. This will help you gear your instruction to the practical needs of the in-

dividual class members and will enable you to weed out unnecessary content. Ask yourself, "Why is this course being offered? Why will class members attend?"

1. Is it to increase a group's understanding or knowledge about a specific task, business method, or type of business?

2. Is it to develop skills and techniques that will enable them to do their job better?

3. Is it to enable them to do and understand new skills and techniques so that they can step into a different type of work than that which they are doing?

Suppose, for example, that you are going to teach a class in retail salesmanship. "Why is this course being offered?"

1. To show class members the techniques of selling in a store: the approach, the presentation of merchandise, the meeting of objections, the closing of the sale, the suggestion of additional merchandise.

2. To acquaint class members with the information they will need about the different kinds of customers and how to handle them.

3. To give class members an understanding of sales techniques so that they will increase their present sales volume.

4. To enable class members to develop the ability to handle more customers, and to increase their unit sale.

Consider the foregoing list of objectives. Does any one of them indicate a complete purpose in offering the instruction? Would all of them, together? The chances are that attaining these objectives would still leave you dissatisfied. Yes, you want your group to learn techniques of selling. You want them to understand these techniques. But you will not be satisfied until they are actually *using* these techniques on the job, *in the way you have taught them*. Remember that as another objective, another point to be worked into your lessons.

Although your objectives will vary according to the type of course you are teaching, the amount of time available, and the background of your students, the actual objectives you set up will be a great aid in planning the course.

Businessman-Teacher

If you are given a twelve-meeting course, with two hours in each meeting, and cannot quite figure out how to accomplish all that you wish to do, pick out the units that contribute most to your objectives—the topics that must be mastered above all others—and teach these thoroughly. Forget the rest.

Your course outline should organize the materials in order of difficulty. Start the beginner with the easiest or simplest jobs or problems; then lead him to the difficult aspects. Too, be sure to relate each lesson or topic to the preceding and following ones, so that there is a logical sequence.

In organizing your data and material into an outline, think about the time element. After deciding which major topics you must cover, in view of your objectives, consider the number and the length of your meetings. Arrange your topics so that you can cover each in one or two meetings. Don't allow one topic to drag over several meetings—this is especially important when teaching a short-unit course. Adults learn best when they get their facts and information in small but complete doses, carefully related and patiently explained by an understanding instructor.

Breaking the Outline Into Lessons

Perhaps you have prepared a course outline that permits you to take from it a topic for each meeting. If so, build on that topic—expand it, fill in the details, get everything into it that will help you do a complete and successful teaching job. You may have found, however, that some of the topics in your outline cover too much territory to be presented in a single two- or three-hour meeting. Then it will be necessary for you to break it down into two or more meetings. On the other hand, you may discover that you can present two or more topics from your course outline in one meeting.

Suppose that you have been invited to instruct a class in "Effective Retail Selling." You are allowed twelve two-hour meetings in which to present your material. Let's assume that you first prepared a course outline consisting of the following topics:

Suppose, Teacher, that you were a businessman, a leader in your community. Suppose that you were invited to teach, you who know a great deal about your own business but nothing about how to plan and to teach a course.

In this article, Mr. Ernest, author of the California handbook for instructors in distributive education, tells the businessman each step he must take in planning his presentation. His illustrations, specific and detailed, concern selling.

But there is something exciting here for *every* teacher—a lesson in analyzing subject matter independent of textbooks, outlines, regulatory courses of study. To start afresh—how exhilarating!

This article is the first of a series to bring a new perspective to our understanding of the prime fundamental of successful teaching: The Lesson Plan.

1. Nature of the Field of Retailing
2. Characteristics of a Salesperson
3. The Techniques of Selling
4. How to Handle the Cash Register
5. How to Write Sales Slips
6. Stockkeeping for Retail Salespeople
7. Store Mathematics
8. Store English
9. The Customer's Buying Habits
10. Suggestion Selling

It seems quite evident, in view of the time allotted for this course, that the foregoing outline is incomplete. You may decide that some of the topics must be spread over several meetings; you may want to combine others into a single meeting. Remember, you have only twelve meetings in which to do an effective job.

"It can't be done," you say. Well, let's see. Consider the topic, "The Techniques of Selling." This topic contains enough material for a full semester's work; yet you can allow only a few meetings for it if you analyze your course outline. The alert instructor will think of this topic in connection with how salespeople sell and will find that a logical breakdown presents itself as follows:

- How to Get the Sale Started
- How to Present Your Merchandise
- How to Handle Objections and Questions
- How to Wind Up the Sale
- How to Use Suggestion in Selling

You will notice that these steps are listed in the order they occur in actual practice. Notice, also, that suggestion selling (topic 10) is moved up into the proper place, as a part of the sales process. After a little more rearranging and polishing, your twelve-meeting course outline looks like this:

1. The Nature of the Field of Retailing
2. Salespeople *vs.* Robots — Sales Characteristics
3. How the English Language Can Help You Win Customers
4. Retail Mathematics (Including cash-register operation and sales-check writing)
5. Your Customers—Their Likes, Dislikes, and Buying Habits
6. How to Get a Sale Started
7. How to Present Your Merchandise
8. How to Meet Objections and Questions
9. How to Wind Up the Sale
10. How to Use Suggestion in Selling
11. Helping Your Employers Meet Competition

12. Good Stockkeeping Habits for Retail Salespeople

Now that you have decided upon the lesson topics, and their sequence, plan each lesson in detail.

How to Construct a Lesson Plan

There are four steps¹ in any complete job of teaching. You cannot afford to ignore them if you are looking for teaching success.

Step 1. Preparation. Purpose: to get the group ready to receive your instruction; to stimulate their interest; to convince them of the importance and need for the subject. General methods: teach only to full attention of the class, find out what they know and what they want to know, and make a good start.

Step 2. Presentation of the Things to Be Taught. Purpose: to present facts, information, skills; to introduce materials and to illustrate their use. General methods: tell, show, illustrate, question, demonstrate; let class discuss; use visual aids; stress the important points.

Step 3. Application by Class Members. Purpose: to give class members practice and to develop their ability in using facts, information, skills, etc., that you have introduced. General method: provide practice opportunity; let class members do the job; question and correct errors; check to make sure that they know the job and can do it.

Step 4. Follow-up. Purpose: to check for successful performance, to see that class members are actually putting into practice the things they were taught. General method: test, reteach; check work on the job; encourage improvement; stimulate class members to use what they have learned.

When you prepare that all-important lesson plan, look it over and make sure you have included the four basic steps.

Many instructors take the first step for granted. They plunge right into the subject, unmindful of the fact that the group may not yet be sold on the subject.

What are you going to say in those opening moments? How are you going to establish your own background and qualifications?

¹Adapted from Sidney S. Sutherland, *Handbook for Special Teachers of Food Production War Training Classes*, Bureau of Agricultural Education, California State Department of Education, 1945.

A LESSON PLAN IN RETAIL SELLING

Course: Effective Retail Selling

Unit: Selling Techniques

How to Use Suggestion in Selling

- Objectives: 1. To develop the salespersons' ability to increase the original sale through using effective suggestion technique.
2. To provide practice to group members in using suggestion-selling techniques.

TEACHING MATERIAL	PROCEDURE	CLASS ACTIVITY
STEP 1. PREPARATION		
How suggestion selling will help you as a salesperson: a. Increases unit sale. b. Increases your income. c. Builds your reputation as a seller rather than as order-taker. d. Increases your value to the store.	Start by introducing cases of successful use of suggestion selling. Dramatize. Define suggestion selling. Draw points <i>a</i> to <i>d</i> from group and list on blackboard. Discuss: "Suggestion selling is high-pressure selling."	Encourage members to take notes. Urge members to contribute additional values. Let group discuss and summarize main points.
STEP 2. PRESENTATION and STEP 3. ASSIMILATION AND APPLICATION		
Psychology of making suggestions: a. Positive approach <i>vs.</i> negative approach. b. Suggestions often awaken a need and serve to remind the customer of something she has forgotten.	Short talks, dramatizations, and discussion. Dramatize both types of suggestion for group. Dramatize typical examples, using actual merchandise, if possible. Point out prewar example of filling-station technique (ultra service).	Group members discuss and ask questions.
c. Suggestions must be logical; must be related to the use of article purchased.	Illustrate foolish suggestions, such as soap with bread purchase; overcoat for a necktie purchase; and the like.	Let members discuss actual experiences.
d. Suggestions must be timely, usually just before original purchase is wrapped.	Illustrate examples of good and bad practice.	Let group discuss own experiences.
e. Suggestions must be made tactfully; necessary to avoid appearance of high-pressuring the customer.	Illustrate good and bad practice. Use filling-station example again.	Let group discuss own experiences.
Types of suggestions: a. Suggesting a related article. b. Suggesting better quality (trading up). c. Suggesting a larger amount for economy. d. Suggesting a new item. e. Suggesting an item on sale. f. Suggesting a special.	Illustrate the different types. Conduct demonstrations with the group on suggestion-selling techniques.	Pass out duplicated lists of merchandise, with blank spaces after each item. Ask group to list three logical suggestions for each item. Discussion by members built around duplicated sheets.
Review.	Show sound slidefilm, "Store Selling Suggestions," Lever Bros., Cambridge, Mass. Time for running, 23 min.	Discussion on film by group.
STEP 4. TESTING		

Give members of the group:

1. A short objective test on the lesson.
2. A duplicated sheet of case problems involving the application of suggestion-selling technique; to be brought back to the next meeting for discussion.

How are you going to stress the value and importance of your subject? What unusual and effective statements, devices, methods, and activities will you use in each meeting to get the attention of the group members and to arouse their interest? All these things should be answered in Part I of your lesson plan.

After you have thought about how you will prepare your group for what is to come, you are ready to give some thought to Step 2—how you will present all that detailed subject matter you have written down in your lesson plan. It is at this point that you will note all the methods and techniques that could possibly be used in presenting this or that point. You will then want to select one or two methods or techniques that will do the most effective job.

Your lesson plan should contain many activities for the group. This is Step 3 in your teaching job. A list of activities—problems, projects, jobs, discussion questions—all go into the lesson plan. Remember that your group members do not come to class just to listen to the instructor do all the talking. They expect to have something to say or do.

How are you going to determine whether your group can use, or are using, what you have taught? This is where Step 4 enters into the picture. One way is to provide for short

objective tests. You might visit students on the job if possible. There are probably a number of things that you can think of. Don't forget to put them into your lesson plan.

In order to demonstrate the application of the four-step method of preparing a lesson, a complete plan for topic 10 is shown in the accompanying illustration.

Remember, it is up to you to get ready for that moment when you step up in front of your class. Have a *complete* lesson plan outlining your topic for the meeting in detail. Do not think that, because there is little or no subject matter to present, you have it all on the tip of your tongue, or that you will be able to come through with a brilliant idea at the last moment. Many seemingly short subject presentations require hours of practice by your learners before they completely master the skills and procedures involved.

Remember that you want to fill the brief two- or three-hour meeting with plenty of thought-provoking questions and problems, demonstrations, motion pictures, slidefilms, exhibits, tests, and all sorts of things that go to make up an interesting presentation. They all go into your lesson plan as a reminder of what you are going to do in that meeting. Your lesson plan is a note to yourself from yourself.

RESEARCH RELATIVES • In teaching typewriting, do you emphasize rapid stroking from the very beginning? There is growing evidence in favor of doing so on the basis that fast motions are not simply slow motions speeded up, but are really quite different. This was shown in a wartime research in learning telegraphy:

In learning code, telegraphers must master dots, dashes, and space intervals. A dot is of one unit's duration; a dash, of three; and a space between the dots and dashes of a given character, one unit. When signals are flashed at increasing speeds, the units all increase proportionately, so that a slow-speed dot actually may be longer than a high-speed dash. It was determined that telegraphers reached high rates sooner if they learned the high-speed ratio from the very beginning, rather than learning a low-speed ratio and then trying to speed it up.¹

This study has an implication for typing teachers. Rapid stroking of the keys is an altogether different technique than stroking them slowly. The motions used, for example, while typing at 60 words a minute are not the same as those used at 20 words a minute. Odell and Stuart² have found that by speeding up the stroking technique in the early stages of practice, it is unnecessary to *unlearn* habits formed during the beginning periods.

—Kenneth J. Hansen.

¹ D. W. Taylor, "Learning Telegraphic Code," *Psychological Bulletin*, XL: 461-487, July, 1943.

² William R. Odell, and Esta Ross Stuart, "Principles and Techniques for Directing the Learning of Typewriting." Boston: D. C. Heath and Company, 1945.

Mr. Louis A. Rice, Principal
The Packard School
New York 16, New York

ADMINISTRATION

Dear Mr. Rice:

We would like to reprint the fine article you published in our B.E.W. eleven years ago—May, 1935—entitled "Why Not Let Them in on It?" Perhaps, though, you have changed your point of view . . .

WHY NOT LET THEM IN ON IT?

• LOUIS A. RICE

IT is well known that superintendents of schools and high school principals are not frequent visitors in commercial classrooms. When these officers are asked why they do not spend more time in business classes or give commercial teachers the benefit of their supervisory ability, they excuse themselves by saying they do not know anything about the work. No doubt they are entirely sincere in this statement, but if it were taken literally, it would be an indictment of their knowledge of supervision, for the conditions under which learning takes place in commercial classes are just the same as in other classes—it is only the material that is different.

Perhaps commercial teachers have sometimes been at fault in encouraging this aloofness on the part of supervisors, by giving them the impression that there is something mysterious or metaphysical about the teaching of commercial subjects which the ordinary administrator can never hope to fathom. Undoubtedly, there are many business teachers whose classroom procedures could be improved by a capable supervisor, whether or not he understands every part of the content of the subject. Be this as it may, a little thought will show that it is desirable for business teachers to orient their supervisors in the work they are doing, for what people do not understand, they distrust, and what they distrust, in time they come to dislike and discriminate against.

As a part of the revision of some courses of study in business subjects in the state of New Jersey, various syllabus committees of the High School Commercial Teachers Association will endeavor to list teaching practices which are held to be desirable and defensible, and which may be observed by supervisors without great technical knowledge.

The following practices are submitted by the Shorthand Syllabus Committee as the evidences of good teaching that should be observable in any shorthand classroom:

1. The lesson obviously follows a prepared plan and shows evidence at the end of the period that something definite has been accomplished.
 2. Routine and incidental matters are handled in a way most economical of the time of both teachers and pupils.
 3. The attitude of the class shows conscious co-operative effort, or a business atmosphere of purposeful work.
 4. The blackboard is used by the teacher for illustrative purposes.
 5. There is 100 per cent pupil participation in writing.
 6. There is widespread pupil participation in reading.
 7. There is uninterrupted reading by the pupils with immediate and complete correction at the end.
 8. There is individual supervision of pupils' writing by the teacher.
 9. There are no long-winded explanations by the teacher or repetitions of rules by pupils.
 10. The teacher avoids wasting the time of the class to extort an answer from one pupil.
- To these may be added the following practices that are equally desirable, but not always observable at a given time:
11. Variation of dictation by: variations in reading, use of dictation records, use of student dictation, dictation by outsiders.
 12. Use of supplementary reading materials.
 13. Time measurement of reading and writing rates. (Distinguished from emphasis on speed.)
 14. Meaningful reading, and interpretation of recorded thought.
 15. Evidence that pupils are reading from notes and not from memorization.

Fifteen points that are listed are still good, so far as I can tell. I believe that it will be desirable to add a sixteenth one:

"16. Emphasis on the English construction wherever it is unusual or in need of clarification."

Sincerely yours,
L. A. RICE, Principal

Training to Meet the Business D

in the office-pr

GEORGE SEYMOUR

Oak Park and River Forest Township High School
Oak Park, Illinois

WE MAIL to the parents a rather personalized pupil report three times each semester, at the close of each six-week period. Our enrollment averages 3,500 pupils. The office-practice and the second-year typing classes take over the preparation of these 3,500 report blanks after certain information common to all is printed on them. The date, the name of pupil, the name and address of parents, and the particular subjects each pupil is taking must, however, be written on the individual report blank.

Students learn to operate the Graphotype and make Addressograph plates for use in mailing report cards to the students' homes.



The office-practice classes have typewriters and drawers containing the Addressograph plates. These are revised for changes in classification of subjects, changes of address, and even occasional changes of name. This checking and changing of plates must conform to, the personal-data card tabular system beginning of each semester for the office-practice classes.

Addressograph plates are embossed on metal. The ones mentioned have made this necessary. In the fall about 2,000 plates are changed. In the second semester about 400 plates are changed. These must be changed at each of the other semesters. The members of the office-practice classes must be able to change the Graphotype skillfully enough to make the plates.

The newly embossed plates are checked with the official plates. The plates are finally checked with the official plates. The file drawers are arranged alphabetically by senior girls, junior boys, and so on. The importance of turning out a quantity of plates is also learning to work together in class. The importance is a good lesson in co-operation. The excellence of the finished product is a good lesson in co-operation. The pupils must not to lose any records. The telephone directory is used to verify information; and the telephone directory is used to verify information.

At this point, when progress is being made, and several file drawers are rearranged, the pupils are to speculate as to whether or not they can meet the dead line. The pupils are to meet for us, and we can see the progress. The view—we see how important it is to be met promptly.

When the report blanks are received, the Addressograph operators begin work. Thirty report blanks are run through, and no blank is left with a smudge.

The report blanks are now put on cardboards protecting the back and front. The group is written on the front cardboard. The group is about 100, are now delivered to the typists to type the subjects on each report blank. The typists so that teachers may write comments on the report. Each subject is allowed to type the report. Each subject is measured so that double spacing will be maintained. The typist must write the report.

Dead Line

practice classes

ve the first responsibility. The file graph plates must be checked and re- of pupils due to promotion, changes changes of either given name or sur- ing is done with the aid of, and must rd that each pupil prepares at the be- office records.

ossed for pupils where changes just sary and for all incoming freshmen. re embossed, at the beginning of the es are embossed, and about 75 plates other grade periods. This is done by ce classes who must learn to operate h to produce perfect plates.

are added to the files, and the files ial list of pupils on the office records. phabetically in groups of senior boys, on. The pupils are now learning the ntity of first-class work and they are n checking for accuracy. The assign- peration for the common good and product. Great care must be taken telephone must be used frequently by ; addresses must be checked by using

is being made in embossing the plates ranged in alphabetic order, it is time t the printer will get the forms to us ne. Now, the printer has a dead line e the situation from another point of t becomes for each dead line in turn

received from the printer, the addresso- thirty-five hundred report blanks must is acceptable if it has the slightest

put yp in groups of 35 blanks, with and front; and the designation of each rdboard. The groups, of which there ed to the typing classes, for the pupil t blank. The report blanks are ruled, mments regarding marks as they are ed three spaces. The spaces have been g twice brings the next writing space t write exactly on the lines provided



The school mails 3,500 6 by 9½-inch report cards, each of which is addressed mechanically by operators who, like the student above, learns to operate the Addressograph and meet dead lines.

and no erasing is permitted. If a report blank is ruined by a typist, the part printed by the Addressograph, as well as the part written on the typewriter, must now be rewritten by the pupil who is at fault. This takes a great deal of extra time. The typists are graded on the quality of their work and on the speed with which they complete their quotas.

As the typing of each group of 35 report blanks is finished, the typists proofread the reports. Two typists work together on the proofreading; one reads from a personal-data card, which contains all the information that should appear addressographed and typed on the home report, while the other checks the home report blank for accuracy. This procedure teaches co-operation and skill in proofreading and in checking.

Each group is checked off as it is delivered to the proper office when completed. The pupils have met the deadline. Sometimes delays caused by the printer create a breathless day or two and volunteers do extra work.

When the first grading period is completed, the office-prac-

tice classes begin again to check the files; change addresses or names; add plates for new pupils; withdraw plates for pupils who have left school. The process begins a new cycle just as it does in a business office. This work continues throughout the year. Six dead lines have to be met. The pupils know they are doing *real* work — the selfsame reports are delivered to their homes by the postman.

We feel that this is an invaluable experience. It develops qualities of leadership, promptness, accuracy, and integrity—as these pupils are trusted with report blanks that could be appropriated and used to falsify a pupil's own records. This has been attempted only once in fifteen years. These pupils go out from our classes and assume positions of leadership and responsibility.

Principles of Retailing

DONALD K. BECKLEY
Director, Prince School of Retailing
Simmons College
Boston, Massachusetts

as Daniel Defoe.
suggested in 1726

DOES retail training actually have a body of principles that are basic to all retailing operations? Most textbook writers and most teachers believe that there are such principles, though there is considerable disagreement as to precisely what they are. An interesting sidelight on this question is provided by referring to the oldest known book written in English on retailing, and by comparing some of the material contained in it with what we feel young people studying retailing should know today.

The first known text on retailing was a product of the versatile Daniel Defoe, whose best-known work was the famous *Robinson Crusoe*. His advice to retailers is included in *The Complete English Tradesman*, first published in 1726, and running through many editions. The title page of the third edition, printed in London in 1732, lists the various areas to be covered: "Treating of the several points necessary to be known by the younger tradesman, as well in his apprenticeship, as on his first entering upon business; with regard to Diligence, Over-Trading, Expensive Living, Too Early Marrying, Diversions, Credit, Partnerships, Compounding, Trading-Frauds, Punctuality, and many other material subjects." Quite a range, it would seem!

Defoe makes clear in a sizable preface precisely what his book is about, and some of his remarks might properly be included in an introduction one might write today:

(This book) is a collection of useful instructions for a young tradesman. The world is grown so wise of late . . . that I expect some will tell us before-hand they know everything already, and want none of my instructions; and to such indeed these things are not written.

Had I not seen in a few years' experience many young tradesmen miscarry for want of those very cautions which are here given, I should have thought this work needless also, and I am sure had never gone about to write it, but as the contrary is manifest, I thought, and think still, the world wanted either this, or something better.

In another part of his preface, Defoe uses an apt, though a not especially flattering, simile that might today be applied to many of those who want to enter their own businesses without thorough investigation:

He that is above informing himself when he is in danger, is above pity when he miscarries: A young Tradesman who sets out thus full of himself, and scorning advice from those who have gone before him, like a horse that rushes into the battle, is only fearless of danger because he does not understand it.

In Defoe's time, storekeepers, like so many other businessmen, started their own establishments only after a period of apprenticeship. So the first advice in the book is offered to the retailer's apprentice:

The first thing a youth in the latter part of his time (i.e., his apprenticeship) is to do, is to endeavor to gain a good judgment in the wares

of all kinds that he is likely to deal in: . . . to weigh and measure, to pack up and make bales . . . and to do the coarser and laborious part of business; but all that gives him little knowledge in the species of the goods he is to deal in . . . which is one of the principal things that belong to trade.

It is supposed that by this time, (the apprentice) is taken into the counting-house, where, among other things, he sees the bills of parcels of goods bought, and thereby knows what everything costs at first hand; . . . this, if he be careful to make his observations, brings him naturally to have a good judgment in the goods, and in the value of them.

If a young man neglects this part, . . . he very rarely ever recovers it; for this part has its season; and that lost never comes again. For want of this knowledge, he is liable to be imposed upon in the most notorious manner by the sharp-sighted world; for his bad judgment cannot be hid; the very boys in the warehouses . . . will play upon him, sell him a worse sort for a better; . . . and will triumph over his ignorance behind his back.

In addition to knowing merchandise, and being acquainted with his master's customers and those from whom he buys, Defoe suggests that the apprentice:

. . . ought to acquaint himself with the Books; that is to say, to see and learn his master's method of Bookkeeping, that he may follow it, if the method is good, and may learn a better method, *in time*, if it is not.

A tradesman's books are his repeating clock, which, upon all occasions, are to tell him how he goes on. If they are not duly posted, and if everything is not carefully entered in them, the debtor's accounts kept even, the cash constantly balanced, and the credits all stated, the tradesman is like a ship at sea steered without a helm; he is all in confusion; he can give no account of himself to himself, much less to anybody else; and is far from being qualified either to receive or make proposals in relation to marriage, or any other considerable event in life.

Defoe has quite a bit to say about credit, and apparently that was one of the serious problems of that day just as it is now. Here are a few of his admonitions:

A tradesman . . . ought to be very wary of taking too much credit; he had much better slip the occasion of buying now and then a bargain to his advantage (for that is usually the temptation) than venture to buy a greater quantity of goods than he can pay for, by which he runs into debt, is insulted, and at last ruined.

Defoe warns particularly against overtrad-

ing, or overexpansion. As he expresses it:

For a young tradesman to over-trade himself is like a young swimmer going out of his depth, when, if help does not come immediately, it is a thousand to one but he sinks and is drowned . . .

A tradesman ought to consider and measure well the extent of his own strength, his stock of money, and credit is properly his beginning, for credit is a stock as well as money. He that takes too much credit is really in as much danger as he that gives too much, and the danger lies particularly in this; if the tradesman overbuys himself, the payments perhaps come due too soon for him, the goods not being sold he must answer the bills upon the strength of his proper stock, that is, pay for them out of his own cash. If that should not hold out, he is obliged to put off his bills after they are due, or suffer the impertinence of being dunned by the creditor, and perhaps by servants, and that with the usual indecencies of such kind of people.

Certainly Defoe paints a vivid picture of the consequences of ignoring his suggestions as to the proper retailing procedure, and we can wonder how carefully they were read by those who most needed the advice.

A final quotation that may be of interest here is in a chapter with the interesting title, "Of the ordinary occasions for the ruin of tradesmen; . . . that he have an invincible stock of patience to bear with the impertinence of every kind of customer." The advice itself pictures the task of the retailer as a most exacting one:

. . . the man who stands behind the counter must be all courtesy, civility, and good manners; he must not be affronted, or any way moved, by any manner of usage, whether owing to casualty or design; if he sees himself ill-used, he must wink, and not appear to see it, nor any way show dislike or distaste; if he does, he reproaches not only himself but his shop, and puts an ill name upon the general usage of customers in it; and it is not to be imagined how, in this gossiping, tea-drinking age, the scandal will run, even among people who have no knowledge of the person first complaining.

So speaks Daniel Defoe of the lot of the retailer of more than two centuries ago. It provides for us an interesting picture of early efforts at what might be called "distributive education," and serves to indicate some of the common problems of store operation that still persist over the years.

B. E. W.'S

*Everybody should have a hobby!
If you're looking for one, here's
where to get your ideas; if you al-
ready have one, tell us about it!*



Floyd G. Frederick, 130 Main Street, Souderton, Pennsylvania—antique and odd shoes. Holds "the oddest shoe in the world"—flat block of wood with a large knob, which slips between 1st and 2d toes of the foot (commonly worn in India).

ARTICLES from B.E.W. hobbyists are still coming in in response to the June, 1946, announcement of a hobby department. If you, too, practice a hobby, then, we're waiting for *your* article! Write the B.E.W. Hobby Editor; tell him all about your hobby; send pictures, too, if you have them. If, on the other hand, you are still looking for a hobby to adopt, you will find some ideas on these pages.

With the thought of starting the column rolling by first seeking out the unusual in the way of hobbies, your hobby editor called on radio's Dave Elman, who runs the nationally known "Hobby Lobby" over the Columbia Broadcasting System. Referred to as the nation's No. 1 hobbyist, Dave Elman has probably had more experience with hobbyists and unusual hobbies than any other person in the country. Hundreds of those persons, with out-of-the-ordinary hobbies, have appeared on his Hobby Lobby show, among them celebrities of screen and radio and people famous in other fields.

To mention some of his guests: Eddie Rickenbacker, air-line executive and ace of World War I, who makes a hobby of finding jobs for wounded war veterans; tenor James Melton, who collects old-fashioned automobiles and makes 'em run; former prize fighter

Mickey Walker, who paints pictures; screen star Edward Everett Horton, who collects antique furniture; cowboy screen star Roy Rogers, who collects cowboy songs; also Lady Cavendish; Edmund Lowe; Jinx Falkenburg; and Martha O'Driscoll.

Of the numerous other visiting hobbyists who have appeared on Hobby Lobby, one, from Oklahoma City, demonstrates how he shaves with a blow torch! Another hobbyist from Drexel Hill, Pennsylvania, collects false teeth; another from East Elmhurst, New York, plays music with a rivet gun—something he picked up while working in a war plant; another collects strange superstitions; a New Yorker collects bugs and insects and, incidentally, helped in the development of the new insecticide, DDT; a man from Sandusky, Ohio, writes as many as 5,000 words on a postage stamp; another from Des Moines, Iowa, turns tough hamburgers into petrified paper weights; another makes a hobby of hunting treasures; a lady hobbyist shoots coyotes from an airplane; a man from Cleveland magnifies sound so you can hear a worm turning; a man from Jackson Heights, New York, collects and deciphers secret codes!

Mr. Elman asked me to extend to all B.E.W. readers a cordial invitation to write him if they have unusual hobbies. Who knows, you, too, may wind up on his radio program one of these nights! The address is: "Hobby Lobby," Columbia Broadcasting System, 485 Madison Avenue, New York 22, New York. Mr. Elman also extends an invitation to all to see his show. If any of you are, or plan to be, in New York and wish to see the Hobby Lobby show, write in advance to the Ticket Division, at the address just given.

Speaking of celebrities who practice hobbies,

NEW HOBBY COLUMN

PHILIP S. PEPE

did you know that George Bernard Shaw is a rabid camera fan? . . . that Winston Churchill has a great love for kettledrums, as well as for painting and bricklaying? Do you know that King Gustav of Sweden is considered a master craftsman with the embroidering needle? . . . and that former Mayor (of New York) LaGuardia conducts an orchestra with skill? Do you also know that Olivia DeHavilland sketches theatrical sets, and that John Robert Gregg, even after selling shorthand to the world for more than 50 years, still considers shorthand his hobby!

Now, what's your hobby? Write us about it *today* at the address given in the accompanying box.

With the thought of promoting the adoption of interesting hobbies by more of its readers, the B.E.W., beginning with this issue, features a monthly department devoted to hobbies and avocations. Everybody is invited to write us all about his hobby. Send pictures, too, if you have them. We will pay at the rate of \$6 a printed page for each write-up published. Address: HOBBY EDITOR, The Business Education World, 270 Madison Avenue, New York 16, New York.

Miss Marie Crotty, Rockford, Illinois. Collects antique hat pins—has over 2,000. Known to her friends as "Hatpin Hattie." Has exhibited collection at many fairs and hobby shows.



Photographs by courtesy of Dave Elman's Hobby Lobby

The BUSINESS EDUCATION WORLD

PROFESSIONAL NOTES

WASHINGTON REPORT • The biggest excitement in Washington educational circles came out of the Senate's education committee this past summer. The lawmakers, studying Senate Bill 181, discovered something that schoolmen have never been able to evolve: a formula for Federal aid to the schools. Briefly:



We may have a new formula for Federal aid.

1. Compute the cost of a minimum school program. If you wish to give each child in your state an education costing \$40 a year minimum (figure cited in the bill), multiply the number of children (five to seventeen) by \$40.

2. Require the state to make a reasonable effort to support the minimum program. Reasonable effort: 1.1 per cent of the annual income of the state.

3. If the cost of the minimum school program is greater than the money produced by the 1.1 per cent effort, Uncle Sam pays the difference.

The formula appears to be reasonable: Federal aid is allotted in direct ratio to the number of children to be educated; in inverse ratio to the ability of the states to finance a minimum program; will eventually stimulate states to raise the level of their minima—at present, the \$40 figure is used in S. 181; but this is obviously only a beginning and may be raised to \$80 or even \$100 in time. If adopted, this formula may replace the "matching" principle and be applied to all Federal aid to education.

COMING OF AGE • Business teachers have a new representative in Washington. The nature of his duties, the chain of events that created his position, and the additional leadership that can be expected in the nation's capital make the name **HOLLIS P. GUY** one that every professional-minded business teacher will soon know familiarly.

A new organization appears on the Washington stage: U.B.E.A.



HOLLIS P. GUY

Mr. Guy has a new title, executive secretary of the United Business Education Association, and a new office in the NEA headquarters building at 1201 Sixteenth Street. His position was created as an outgrowth of the recent merger, completed at the Buffalo convention of the NEA this past summer, of the National Council of Business Education with the NEA Department of Business Education. Results: business teachers now have another full-time spokesman in Washington professional circles; and the reorganized Department of Business Education (henceforth to be known as the United Business Education Association) takes on equal status with the departments for school superintendents, school administrators, and the 25 other departments of the National Education Association. Business education has come of age.

Mr. Guy will head an active program that should affect the professional life of every business teacher. In addition to the

promotion of the Washington interests of business education, professional publications will increase. The *NBE Quarterly*, protégé of the old department, will be continued; and a new monthly magazine (as yet unnamed) will reach the hands of members early next year. Students' Typing Tests are being revised and should be available for this school year. The chapters of the Future Business Leaders of America club, under the new sponsorship, may have pins and possibly a club paper as well. Co-operation with the NOMA in the publication of the National Clerical Ability Tests (a former Council project) will receive new impetus, and needed research in business education is to be projected on a nation-wide basis.

For this ambitious program, Mr. Guy has the financial backing of the modest treasuries of the merged organizations and assurance of support from the parent NEA; but he is counting principally on the widespread memberships (\$2, payable now) of the thousands of teachers who will be anxious to participate in his program. In addition to receiving the products of the activities of the department, members will have a hand in electing officers and directing policies of the new organization.

Hollis P. Guy is a good man for the job. Just back from the Navy, he can point to a long record of professional achievement. He has edited magazines, directed membership campaigns, presided over the NEA department to which he now returns, served as an officer in a dozen professional organizations, taught in both high schools and colleges and headed departments in both, earned an M.A. degree from the University of Kentucky, and given a distinguished performance in officer training and other educational services for the Navy. He knows his way in professional circles and, just as important, in the ways of Washington.

A BILLION DOLLARS • That's the estimated cost of educating G.I.'s in college this school year, John Snyder told the President. Reconversion Director Snyder, who gives \$65 a month for subsistence to school-bound veterans without dependents (60 per cent of them) and \$90 a month to those with dependents (40 per cent), figures the total cost of subsistence at \$475 million. Textbooks, averaging \$40 a scholar, total \$25 million. The temporary housing program takes another \$200 million. Tuitions to college will be another \$200 million, an amount equal to the tuitions collected by colleges and universities in 1941. The last \$100 million represents the markdown on surplus property sold to educational institutions at a 40 per cent discount.

NEW TYPING CHAMPION • For the first time in the 40-year history of international speed typing, one contender simultaneously won the four big title events of international typing competition when Stella Pajunas, of Cleveland, won the world's professional, women's professional, amateur, and novice championships last June. Using an electromatic typewriter, she scored 137 five-stroke words a minute for a new novice record, the previous figure being 129 net words a minute, while in the other three events she scored 140 net words a minute. The record is 149 words a minute, established in 1941 by Margaret Hamma, of Brooklyn, who in this contest, however, was second, with a score of 138 words a minute.

Mary Pajunas, sister of the new champion, scored second in both the amateur and the novice events with 104 words a minute for the former, and 101 words a minute for the latter. Evelyn Kazmer, of Norco, California, was third in both the amateur and novice events with 86 words a minute and 75 words a minute, respectively. Both used the electromatic typewriter.

The Pajunas sisters, Miss Hamma, and Miss Kazmer are all employees of International Business Machines Corporation; all but Miss Hamma are graduates of John Hays High School in Cleveland, famous producer of speed typists.

Third place in the professional event was taken by Cortez Peters, of Washington, D. C.,



Miss Stella Pajunas, seated at her typewriter beside the trophies she won, is the new champion. She wrote a net of 140 words a minute.

with a score of 133 net words a minute. He also received the accuracy award with a low score of 53 errors.

Organizations

UBEA ELECTION • When the NEA held its annual meeting in Buffalo last July, the Department of Business Education convened to



HAMDEN L. FORKNER

transact two items of business vital to business teachers: first, to evolve a new NEA Department of Business Education, the United Business Education Association, through the merger with the National Council of Business Education, and to select HOLLIS P. GUY as its first executive secretary (*see page 36*); and second, to

elect an outstanding staff of officers to support the expanded professional program. New president is DR. HAMDEN L. FORKNER, head of business education at Teachers College, Columbia University, and active leader in the merger.

His fellow officers represent top-flight leadership throughout the country. Californian SAM WANOUS is vice-president. Floridian BEULAH DALTON HARWELL is second vice-president. New Yorker JOHN E. WHITCRAFT is treasurer, and another New Yorker, VERN FRISCH (New Rochelle High School) is on the Board of Directors. The retiring president, ERWIN M. KEITHLEY, still an ex-officio board member, comes from Milwaukee.

Other board members include Pennsylvanians D. D. LESSENBERRY (Pittsburgh) and S. GORDON RUDY (York); GLADYS BAHR, recently president of the Ohio Business Teachers Association; Iowan RUTH GRIFFITH; Denverite HAROLD D. FASNACHT; and New Englander MILDRED TAFT, of Worcester, Massachusetts.

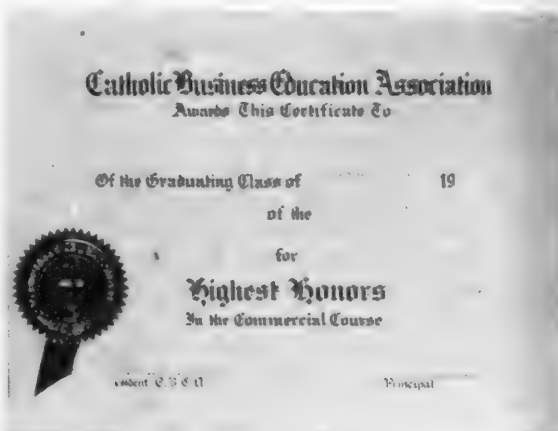
BOOKMEN SPEAK UP • Publishers' representatives, the men who make so many teacher conventions possible, took the rostrum in the last meeting of the Ohio Business Schools (*private*) Association to analyze the textbook supply problem. Revelation: there is still a shortage in paper, labor, and cloth for binding; publishing costs even on reprint editions are up as much as 50 per cent. At the same meeting,

DR. CHARLES G. REIGNER, president of The H. M. Rowe Company, addressed a special luncheon assembly.

TURKEY SPECIAL • The Southern Business Education Association, serving southern business teachers, will hold its 1946 convention at the Wade Hampton Hotel in Columbia, South Carolina, during Thanksgiving week end. Miss LULA B. ROYSE is convention chairman. An outstanding program (as yet unannounced) is being arranged under the leadership of President GEORGE M. JOYCE and President-elect DR. HAROLD GILBRETH. Other officers: Miss CLARA CORNWELL, of Winthrop College in Rock Hill, South Carolina, secretary; and MR. B. M. CANUP, of Mars Hill College of North Carolina, treasurer.

CBEA VIGOR • The Catholic Business Education Association, under the presidency of BROTHER LUCIUS, C.F.X., of Cardinal Hayes High School in New York City, is now a little over a year old; and, if its growth and vigor indicate its future, the CBEA will soon exercise a pronounced influence on business teaching in parochial schools.

Founded in June, 1945, with a dozen members, the organization now has over 350 members in eleven states and the District of Columbia. Much of the growth may be attributed to the nuclear group of energetic teachers at Cardinal Hayes; more, to the professional zest of parochial teachers, who expect to find a stimulating contact with newest business-education thought in the CBEA program: an annual convention, with outstanding Catholic and lay speakers; a quarterly Bulletin (edited by BROTHER DENNIS, C.F.X., also of Cardinal Hayes High School); and awards. The CBEA



will award a certificate to the outstanding commercial graduate of each Catholic high school represented in its membership.

LINCOLN'S SHRINE • When **MRS. ELSIE M. FENTON**, grand president of **ALPHA IOTA** sorority, opened the first postwar convention of that organization, over 400 members had gathered from the States and Canada to meet in Springfield, Illinois, and to hear a welcome from the executive secretary of the Abraham Lincoln Association, **DR. WILLIAM BARINGER**. In addition to touring the Springfield and New Salem memorials, the delegates found time for a banquet, a dance, a crowning (**MISS MARGARET TOOTH**, of Winnipeg, was named Convention Queen), several business meetings, and the selection of their Ideal Secretary for 1946: **MISS EVA SPAHR**, of Lansing, Michigan.

NEW PRESIDENTS • Of the many professional organizations that have elected new officers, the following presidents have been reported to the B.E.W.:



PAUL M. PAIR

Business section of the Alabama Education Association: **FRANK M. HERNDON**, of Sidney Lanier High School in Montgomery.

Michigan Business
Education Association:
ARCHIE D. WARING,
Walsh Institute, of
Detroit.

PAUL M. PAIR Business section of
the South Carolina Ed-
ucation Association: ELIZABETH O'DELL, of
the University of South Carolina.

Chicago Area Business Educators Association: PAUL M. PAIR, of the Gregg College. Mr. Pair has another presidential honor: he was re-elected to head the Chicago Guidance and Personnel Association for the next year.

Business Education Association of New York (state): ARTHUR B. BACKENSTO, of the Troy Business College.

Ohio Business Schools' Association: COLONEL WILLIAM OHMERT, of the Office Training School in Columbus.

National Association of Cost Accountants:
WILLIAM J. CARTER, of Atlanta.

New Jersey Business Education Association:
THOMAS A. SULLIVAN, of the Atlantic City High School. This organization was, until its May meeting, known as the High School Commercial Teachers' Association of New Jersey.

Schoolmasters Club: ALLAN BARRON, Roosevelt High School in Wyandotte, Michigan.

Business section of the North Carolina Education Association: DR. W. A. ASHBROOK, business education department head at the Western Carolina Teachers College.

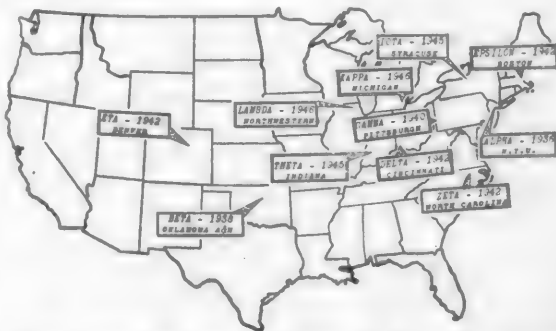
BETTER INSTRUCTION • ALFRED H. QUINETTE and his Tri-State committees are dangling a prize program in front of Pittsburgh-bound Tri-Staters who will convene at the Roosevelt Hotel the week end of October 4 and 5. The Friday evening party will, in traditional style, inaugurate the convention; the Saturday program will wrap up the subject, "Better Instruction in Business Education," as neatly as outstanding contributors can do so in a public forum. The convention will feature a four-handed panel of experienced teachers, who will offer suggestions for improving teaching in shorthand, typewriting, bookkeeping, and social-business subjects. The responsibilities of supervisors in this matter will be discussed by **BERNARD A. SHILT**, commercial education supervisor in the public schools of Buffalo. Another speaker, **DR. J. FRANK DAME**, of the Bloomsburg (Pennsylvania) State Teachers College, will explain the place of the teacher-training institution in developing better business-education instruction.



ALFRED H. QUINETTE

The luncheon meeting of Tri-State, always a main attraction, will bring DR. EDGAR J. FISHER to Pittsburgh to address the convention on "Postwar Educational Reconstruction." Doctor Fisher should know his subject; he is assistant director of the Institute of International Education and has a broad perspective.

BUSY SUMMER • Delta Pi Epsilon, founded in 1936, has grown to include chapters at twelve universities that offer graduate work in business education. (See map.) Newest installations were made this summer at the University of Michigan (Kappa), Northwestern University (Lambda), and University of Tennessee (Mu).



Now there are twelve Delta Pi Epsilon chapters. *Mu (Tennessee) was added since map was made.*

GAMMA CHAPTER (University of Pittsburgh) initiated twenty-one new members, including its first three honorary members, on July 20: Thecla R. Christof, Lawrence Dixon, Marita B. Doran, Gina Filipponi, John L. Franz, Robert Grubbs, Martha Hutton, Alton Kloss, Virginia Lewis, Jane C. Little, Alan C. Lloyd, Harvey Mercer, John Pizor, Martha Powell, Bernard Pufnak, Arlene Risher, Mary A. Rubino, Katherine Skarinski; and the honoraries: H. H. Green, assistant professor of business education at the University of Pittsburgh; A. E. Drumheller, member of the summer faculty at the University; and Mr. Frank Sanders, director of business education in the Pittsburgh Public Schools.

ZETA CHAPTER (Woman's College of the University of North Carolina) initiated two in a ceremony held on July 12: Mrs. Zeb B. Vance, of Mercer University, Macon, Georgia; and T. Carl Brown, of the North Carolina State Department of Public Instruction.

Appointments

COLLEGIATE • MARY GOINS, to assistant professorship in Business Education at Bucknell . . . Accountant **ALLAN R. MOORE**, to Goldey College, Wilmington, Delaware . . . **MARVIN J. BARLOON**, to head of the Economics Department at Western Reserve (Mr. Barloon resigned his assistant professorship at Harvard to return to Western Reserve, where he once taught, to fill the chair recently vacated by the retirement of Professor **CHARLES C. ARBUTHNOT**) . . . **R. J. THOMAS**, naval communications instructor at Harvard during the war, to Kansas State Teachers College, at Pittsburg.

ANNETTA WHEELER, stenographer, secretary, high school teacher, and college instructor, to Secretarial Science Department at Evansville (Indiana) College . . . **JUNE E. AYERS**, from assistant to associate in secretarial studies at George Washington University . . . **FRED TIDWELL**, to head of the Business Education Department at Oklahoma University . . . **V. A. MUSSELMAN**, to associate professorship of Business Education at the University of Denver . . . **DOROTHEA CHANDLER**, to business-administration staff of the University of Texas in El Paso.

RUTH ANDERSON, who has just received her Ed.D. at Indiana University, to head of secretarial studies at Texas Christian College . . . **MINA JOHNSON**, to staff at Ball State Teachers College, Muncie, Indiana . . . **F. BLAIR MAYNE**, after nine years at the Packard School in New

York City, to a professorship of commerce and distributive education in the School of Education at his Alma Mater, the University of Wyoming . . . **HARVES C. RAHE**, to staff at University of Cincinnati . . . **EVERETT ROYER**, to University of Miami (Florida).

RUSSELL B. MYERS, to associate professorship of Business Administration at the University of Tulsa . . . **WILTON T. ANDERSON**, leaving Arm-

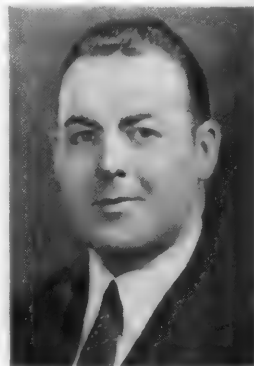


MILDRED E. TAFT

strong College in Berkeley, California, to head of the Business Administration Department, of Bowling Green (Kentucky) College of Commerce . . . **RICHARD MARGISON**, to staff of Northampton (Massachusetts) Business College . . . **MILDRED TAFT**, newly elected board member of the reorganized NEA Department

of Business Education, to head of the Secretarial Department at Becker Junior College in Worcester, Massachusetts.

DR. J. FRANK DAME, for 19 years a leader in Pennsylvania business-education circles and until recently head of the Business Education Department at Temple University, to the acting directorship of business-education training at the Bloomsburg (Pennsylvania) State Teachers College. **PROFESSOR WILLIAM C. FORNEY**, director of the department since 1937, is recuperating from a recent illness . . . Also to Bloomsburg: as the new dean of men and secretarial instructor, **WILLIAM E. LANDIS**, of the Hershey Industrial School; as new football coach and instructor of accounting, **ALDEN J. DANKS**, whose schoolboy football teams (Milton, Pennsylvania, High School) have romped home with many championships; and, as new instructor in distributive education, **CHARLES H. HENRIE**, from York, Pennsylvania.



J. FRANK DAME

GRACE V. WATKINS, from Simpson College, to assistant professorship of economics (secretarial, nevertheless) at Hamline University in Saint Paul, Minnesota . . . **DR. ESTELLE POPHAM**, to full professorship at Meredith College in Raleigh, North Carolina . . . **K. L. SMITH**,

Illinois C.P.A. to accounting staff of the University of Denver . . . Also to Denver: a new Dean of Commerce, DR. JAMES F. PRICE, former resident of the Kansas State Teachers College, at Emporia . . . DR. MARSDON A. SHERMAN, recently of New Mexico Highlands University and a former staff member of the American University at Biarritz, to professorship of Business Education and department head at Chico (California) State College.



E. C. MCGILL



MARSDON A. SHERMAN

E. C. MCGILL, who did an outstanding job for the Navy radio school at Texas A. & M. and who is currently at the Kansas State Teachers College, at Emporia, to the rank of associate professor of commerce and to the directorship of the student union of the college . . . DR. EUGENE CLARK, from Tufts College, to assistant professorship in economics at Ohio Wesleyan University . . . GERTRUDE C. FORD, the typewriting author, to assistant professorship at Grove City (Pennsylvania) College . . . ROBERT T. SARTWELL, to chairman of the Business Administration Division at American International College.

CATHARINE STEVENS, now out of her Wave lieutenant's uniform, to assistant professorship at the New Britain (Connecticut) State Teachers College . . . AGNES LEBEDA, whose article, "Accountant or Bookkeeper," appeared in the June B.E.W., to staff of Washburn Municipal University at Topeka, Kansas . . . FRED ARCHER, doctoral researcher at New York University, to staff of Hofstra College, on Long Island.

FEDERAL • ROY POE—teacher, supervisor, naval officer, and recently faculty member of Armstrong College in Berkeley, California—to the San Francisco staff of the Veterans Administration.

BUSINESS • RUTH BRANIGAN, from her associate professorship at Pitt's Research Bureau for Retail Training to the Silberstein-Goldsmith advertising agency in New York City, as an account executive.

BOOKS

DEMOCRATIC EDUCATION, by Dr. Benjamin Fine, Thomas Y. Crowell Publishing Company, 432 Fourth Avenue, New York, New York. \$2.50.

"Just another book on education," I thought to myself as I glanced at the overworked title: *Democratic Education*. But a friend had penciled some passages; so I felt in duty bound to look it over. An anecdote, related at the beginning, attracted my attention; and soon I found myself settled for the evening with this volume instead of my favorite detective author.

It seems, as most anecdotes do, that a professor and a ferryman were rowing at sea, when the professor asked:

"By the way, did you ever study Latin?"

"No," came the answer, "I never did."

"Too bad," said the professor, "one-quarter of your life is gone." "But," he continued after a pause, "did you ever study philosophy?"

"No," the ferryman replied. "Overlooked that also."

"Too bad," said the professor, "half of your life is lost."

"Didn't you ever take a course in early Greek civilization?"

"No," came the answer, "not even that."

The professor shook his head sadly. "Three-quarters of your life is gone."

"By the way," interrupted the ferryman, "did you ever learn how to swim?"

"No," the professor replied, "I never had time for that."

"Too bad," said the ferryman. "Your *whole* life is lost. The boat is sinking!"

The pungency of this anecdote was like balm to the wounds of a business-education teacher who, while not suffering from an inferiority complex, nevertheless is keenly aware of the traditional condescension of the "academics." It expresses the philosophy of vocational teachers, both college and high school, who believe that their respective institutions should teach practical as well as academic, or liberal, subjects and that they should have an equally honored place in the curriculum. Education that deals with the past has its place; but present-day education "must train for citizenship, for the give-and-take of everyday living, for bread as well as for culture."

The thesis of this volume is the conflict in educational philosophies among the colleges. In

compiling material, the author obtained information by questionnaire from, and by personal interviews with, large numbers of college officials, high school graduates, parents, and veterans. He very clearly and fairly presents the summation of their beliefs and opinions on higher education—its meaning and purpose.

We have heard and read much in recent years about the Chicago Plan; the "hundred books" of St. John's; and, more recently, the Harvard Report: *General Education in a Free Society*. Doctor Fine skillfully contrasts the philosophy of these plans, and those of other advocates of "liberal" education with the philosophy of the "democratic" educators. He forcefully portrays the implications to society of the Chicago and St. John's programs and of those institutions that follow their leadership.

TWO SCHOOLS • Broadly speaking, there are two divergent schools of educational thought among the colleges: the exponents of "aristocratic" education and the exponents of "democratic" education. The aristocratic educators maintain that the chief function of college education is to train the intellect. Correlatively, they advocate: few electives; no specialization; incidental study of contemporary problems; disregard of individual differences; limited enrollment; no vocationalism; emphasis on the culture of the past; *education for the few*. In general, the democratic educators maintain that the function of college is to train the whole man. They advocate freedom of subject election; specialization; study of everyday problems; individual guidance; offering of vocational subjects; less stringent admission requirements; de-emphasis of the past; *education for all who can profit*.

The "aristocrats" maintain that they are the defenders of liberal education; but the "democrats" also defend it. Obviously, then, there is considerable confusion as to the meaning of "liberal" education. The author quotes from leaders on both sides.

The accompanying review is the contribution of Book Review Editor Theodore Woodward. Mr. Woodward is head of the Business Education Department at the George Peabody College for Teachers (Nashville 8, Tennessee). In each issue of the B.E.W., he will review a book of importance to business educators.



THEODORE WOODWARD



Dr. Benjamin Fine, author of *Democratic Education*, is Education Editor for the *New York Times*. He believes "Higher education is not a privilege to be parcelled to the few."

President Hutchins, of Chicago, says: "Liberal education is education appropriate to man. It is education which holds before the rising generation the habitual vision of greatness. It is education concerned not with relative ends and immediate adaptation of the individual to existing surroundings but with values independent of time or particular environment though realizable under changing forms in both."

President Barr, of St. John's: "The liberal arts are the arts of reading and writing and talking and listening and thinking."

Other points of view are expressed by the representatives of democratic education. Chancellor Malott, of the University of Kansas: "The function of the liberal arts is to give a broad understanding of life and to prepare men and women with ability to meet life as individuals, as citizens, and, either in pre-professional training or in the various disciplines of the liberal arts curricula, as self-supporting members of our economic society."

John Dewey: "... the role of the liberal arts colleges is to use the resources put at our disposal alike by humane literature, by science, by subjects that have a vocational bearing, so as to secure ability to appraise the needs and issues of the world in which we live. Such an education should be liberating not in spite of the fact

that it departs widely from the seven liberal arts of the medieval period, but just because it would do for the contemporary world what those arts tried to do for the world in which they took form."

Doctor Fine, the author, believes that a person is educated in the liberal tradition: "When he is literate and knows how to talk to people, understands enough about the arts and sciences to be at home in these areas, is aware of the physical as well as the spiritual developments of his time, appreciates the role that the past has played in making the present age as great as it is, and not only can enjoy the finer aspects of life but knows how to earn a living."

DEEP ROOTS • In tracing the development of the American college, Doctor Fine gives great credit to the influence of the land-grant colleges on the development of democratic education. "Probably the most decisive factor in the struggle to develop a more practical course of studies came with the passage of the Morrill Act in 1862." Later acts have broadened the opportunities offered by these colleges.

A more recent boon to practical education has come with the advent of the GI on the college scene. In talking with thousands of GI's, the author concluded that they want "a practical education that will teach them how to be independent, how to make a living, how to utilize their own resources to the best of their abilities so they can provide just a little more of the everyday comforts of life for themselves and their families." They want a liberal education but not in the Hutchinsian sense.

High school graduates from all walks of life are interested in obtaining vocational training from college as well as cultural development and social enjoyment. A study of 2,500 freshmen at the University of Minnesota revealed two broad objectives: "A desire to get specific training for a job" and "to secure a good education for life outside the job." Parents, too, overwhelmingly favored their children's obtaining a higher education that would be useful and cultural if they could.

Although critical of the philosophy and policy of the aristocratic schools, the author points out that "many institutions have reached the point where the vocational and professional programs have usurped all the student's time, leaving little or nothing for the cultural and humanistic stem." Behind the criticisms of both classical and practical education is an impatience with the extremes of both. Educational leaders feel that there must be some common denominator of knowledge that will help to achieve a balance in our educational programs. The general edu-

cation program at Harvard takes cognizance of this need. John Dewey maintains that one of the most important problems of this generation is to bring vocational courses and the liberal-arts subjects closer together.

FUNDAMENTAL QUERY • As the reader progresses through this readable volume, the issues come into sharp focus. What kind of education is best for the American boy and girl? Who should attend college? Will the colleges return to prewar methods, curricula, and policies? Or, will they profit by the "democratizing" influences of the land-grant colleges, the experimental schools, and the veterans? Will they hear and heed the tremendous upsurge of desire for higher education among thousands of boys and girls who are denied the privilege?

Doctor Fine, in his final chapter, leaves no doubt as to his own position on these issues when he says: "No competent student should be barred from college." "No competent student should be 'flunked out' of college." "Higher education is not a privilege to be parcelled to the few. Unless this country has an educated electorate, the serious issues that now confront the nation will not readily be solved. . . ."

Democratic Education is full of challenges to those who are concerned about the future of education in our country. Read it for pleasure and profit.

Audio-Visual

BUSINESS LESSON • Businessmen have taken a serious view of audio-visual training aids. The Illinois Central System, for example, is using sound film to train dining-car personnel. In addition to a headquarters training station in Chicago, a regulation dining car has been fitted out with B&H Filmosound and screen and is routed to key cities on the line for use as a portable school-room.



COMMISSARY SCHOOL

Presentation of the film is preceded and followed by carefully prepared instructional talks. Expensive? Saves money, the railway officials believe.

NOT ENTERTAINMENT • More and more attention is being given to the instructional use of audio and visual aids; less to the pleasant interest factors involved.



DR. JOHN L. ROWE

Typical of the new perspective was the model summer conference on this subject called by Dr. JOHN L. ROWE at Boston University in July. In a high-speed morning session, Doctor Rowe presented ROBERT SLAUGHTER (Gregg Publishing Company) to explain

the contributions of visual aids to improved instruction; HORTENSE STOLLNITZ (typing demonstrator and head of the School Department of Remington Rand) to develop teacher-demonstration as a visual aid; and W. HARMON WILSON (South-Western Publishing Company) to discuss the use of visual aids in teaching social-business subjects.

In the afternoon, Doctor Rowe got his speakers down to specific subjects: shorthand (HELEN MCCONNELL, ace teacher and department head at Christopher Columbus High School in New York City); bookkeeping (KATHRYN KEILY, of the Salem, Massachusetts, State Teachers College); and retailing (MARY ISABELLE MCKAY, co-ordinator in distributive occupations at Medford, Massachusetts, High School).

Each speaker gave either personal or film demonstrations, focused attention on application rather than entertainment and novelty.

STORE FILM • To help businessmen, and especially retailers, reduce the waste of time, money, and talent that comes from poor job instruction, *Syndicate Store Merchandiser* has produced a 35 mm. sound slide film, "How to Teach a Job." The film presents four easy-to-use steps for successful training. This new ten-minute film takes the pattern already in use in military and industrial training and applies it specifically to fit the needs of retailing.

The four-step plan is shown in operation from the stock room to the office as used by a store manager, his assistant, and a salesgirl.

"How to Teach a Job" is now ready for distribution. Further information may be obtained from the Visual Training Division, *Syndicate Store Merchandiser*, 79 Madison Avenue, New York 16, N. Y.

FILM CATALOGUE • One of the largest collections of educational and teaching films

now available to schools and industries is fully described in a catalogue published by Castle Films, Inc., 30 Rockefeller Plaza, New York City, and offered free to users of training films.

The catalogue contains a complete list of all U. S. Government 16 mm. sound films and 35 mm. filmstrips, totaling 1,158, including 466 motion pictures and 432 filmstrips of the United States Office of Education, and training films and other types of educational films produced by the Navy, War Department, Department of Agriculture, and U. S. Public Health Service.

FREE BOOK • *Secrets of Good Projection* is available from the Radiant Manufacturing Corporation, 1144 West Superior Street, Chicago 22, Illinois. The brochure presents a discussion of projection problems and answers to questions on projection lenses, screen sizes, audience placement, and screen surfaces.

People

COVER GIRL • A well-known business educator, Dr. DOROTHY C. FINKLEHOR, was featured as cover girl and Successful-Woman-of-the-Month in the August issue of the nationally popular *Business Girl* magazine. The article, "Dean of Success," carried a subhead,

With a remarkable capacity for combining good business sense and sound educational policies, Dean Dorothy Finkelhor has become one of the country's leaders in business education.

It is a good statement. Mrs. Finkelhor, mother of three, is founder, owner, and dean of the Business Training College in Pittsburgh. She began her collegiate training after her marriage, earned her bachelor's and master's degrees at Duquesne University, and even while teaching and raising her family continued her graduate studies to attain a Ph.D. at the University of Pittsburgh. (Her dissertation concerned the adjustment problems of beginning office workers, and won for her the Delta Pi Epsilon research award for 1942.) Widely known for her professional writing, Dean Finkelhor is an aggressive, forward-looking business educator. She is to be congratulated for the recognition she has earned for herself and her profession.

Dean Finkelhor made professional news this summer, too, when she and Miss CHARLOTTE PLISNER purchased the Westchester Commercial School, of New Rochelle, New York, owned and operated for the past 31 years by its founder, CHARLES ROBERTSON. MRS. SALLY WAG-

NER WEIMER will be supervisor of instruction. **Miss Plisner** will be director of the school. Planning an exclusive school, **Dean Finkelhor** will limit enrollment to 100 students carefully selected on the basis of entrance requirements, aptitude tests, and personality and adjustment tests.

HOME AGAIN • Following a three-year hitch as a Chief Specialist (BuAer training films), **RUSSELL E. SIEVERT** has resumed his post as Western division manager of the **Bell & Howell Filmosound Library**, with headquarters in Hollywood.

RETIREMENT • Oklahoma is losing the services of a great teacher: **PROFESSOR WILLARD RUDE**, formerly head of the Secretarial and the Commercial Teacher Training Departments, of Oklahoma A. and M. at Stillwater, has retired.



WILLARD RUDE

Professor Rude has inspired a devoted followership among the young people he has trained in his thirty years of service to Oklahoma. He loves teaching, and that affection has influenced the work of thousands of business teachers—so many, indeed, that the Oklahoma Commercial Teachers Federation passed a resolution in recognition “of the honor that has been brought to Oklahoma through his achievements and the achievements of his former students.”

Professor Rude, his students admit, is a teacher of very high standards—the kind of standards he could perform himself. He won many honors in shorthand penmanship, and prizes from the Gregg Publishing Company for his beautiful blackboard notes. (See below.)

Resolved, That the **BUSINESS EDUCATION WORLD** joins the membership of the Oklahoma Commercial Teachers Federation in expressing sincere best wishes for his continued success and happiness.

BACK TO BOOKS • Lieutenant Commander **L. E. STEELE** has left the Navy, after three years of service, to return to his position as director of Commercial Publications with the American Book Company.

DR. MARION LAMB has returned to the West Liberty (West Virginia) State Teachers College as head of the Business Education Department after an extended leave of absence during which she served Washington Government agencies in their in-service training program.

PROMOTION • Top school administrators are so rarely selected from commercial ranks, that it is a pleasure to note two recent administrative promotions:

HARVEY P. ROBERTS, formerly a business teacher and active Tri-Stater, has been named director of personnel for the Pittsburgh Public Schools.

E. W. ALEXANDER, until recently assistant principal at Hadley Technical High School, has been promoted to principal of Central High School in St. Louis.

BEREAVEMENTS • **COLONEL WALLACE H. WHIGAM**, for many years head of the Department of Economics at the Crane High School, Chicago, died at Dade City, Florida, on July 1. A captain during the Spanish-American War, he was a lieutenant colonel on the Mexican border in 1916, and was promoted to colonel during World War I. He was the author of texts on book-keeping, commercial law,



COLONEL WHIGAM

and arithmetic that were widely used in high schools and business colleges during the early part of this century. He was eighty-five years old last November, and up to the time of his death was actively interested in political and social problems. One of our early and vigorous leaders in commercial education has passed.



Professor Willard Rude, retiring Oklahoma leader, writes beautiful shorthand.

• After a long illness, MRS. M. E. STUDEBAKER, wife of the distinguished director of Business Education at the Ball State Teachers College, died on July 9. Sympathies are extended to Doctor Studebaker.

• MRS. ANNE GREEN, wife of Mr. H. H. Green, assistant professor of Business Education at the University of Pittsburgh, died on July 26 after a short illness. The death of Mrs. Green is deeply mourned by her many friends.

Our Contributors

DONALD K. BECKLEY (*Principles of Retailing*, page 32) is the new director of the Prince School of Retailing at Simmons College, so you would expect him to be interested in the writings of Defoe and others about the early beginnings of retailing.

META B. BERGEN (*Our Shorthand Program*, page 22) is the active head of business training at the vocational high school in Long Beach, where her teachers and students are doing an outstanding job of secretarial preparation. "Its success," she wrote privately about her program, "is really due to hard work by all concerned!"

CLYDE I. BLANCHARD is no stranger to B.E.W. readers, because for the past 13 years he has been managing editor of the magazine. His commentary (*What Next?* page 2) will be a regular feature of the B.E.W. MILTON BRIGGS is another familiar writer. He has presented the monthly bookkeeping contest for many years, as 30,000 teachers who have used his tests will tell you.

JOHN W. ERNEST (*Lesson Planning*, page 24) initiates the new B.E.W. feature series on lesson plans. Mr. Ernest is the author of the California handbook for distributive-education teachers, and his article got down to such real fundamentals that it was the obvious one with which to begin the series.

DR. HAROLD GILBRETH (*How Well Are the Liberal Arts Defended?*, page 6) gives the professional leadership teachers appreciate. He writes and talks vigorously, and is active in organization affairs. (See *Turkey Special*, page 38.)

KENNETH HANSEN is a researching graduate student at Teachers College, Columbia University. His *Research Relatives*, page 28, is the

first of a series of his research anecdotes that the B.E.W. will bring you. ROBERT L. HITCH (*What Tomorrow's Teacher Is Studying*, page 11) is another researcher, and his article is a digest of his excellent master's thesis (Colorado State College, at Greeley). Mr. Hitch is department head at MacMurray College.

LOUIS A. RICE is principal of the Packard School. "Fundamentals don't change," he said in giving approval for the reprinting of his *Why Not Let Them In On It?*, page 29. ERLING N. ROLFSRUD (*Dictate Sympathetically—It Pays*, page 21) is an instructor at Concordia College. As a free lance, he also writes juvenile fiction and poetry. GEORGE SEYMOUR (*Training to Meet the Business Dead Line*, page 30) is an enthusiast for better and more vigorous office-practice laboratories and has an efficient one of his own at Oak Park and River Township High School in Oak Park, Illinois.

THEODORE WOODWARD, head of the Business-Education Department at the George Peabody College for Teachers, is our new Book Review Editor. He will give a lengthy analysis each month of a good book on education. Perhaps he'll save you the trouble of reading the book yourself; more likely he'll have you searching for a copy. HOWARD ZACUR is a B.E.W. contributor whose writing has created a demand for more. His accounting cycle (page 20) is the second of a series you will see. He teaches accounting at Cedarcrest College.

Footnotes

POLITICIAN • WILLIAM O'DWYER, mayor of New York City, told New York City business teachers that he regretted he hadn't taken a course in accounting. "A city budget which is 79 millions greater than the previous one requires a little more than a politician to get the right answers," he said. Mayor O'Dwyer's first political appointment was in a secretarial capacity: "Did I learn typing and shorthand quickly," he exclaimed. He attended night school.

ADMINISTRATIVE CHUCKLE • A. S. Barr, renowned authority on school supervision, said, in a recent issue of *Education*, "There is reason to be optimistic about the use of more precise instruments of measurement in the management of the teaching personnel; but," he added, "for the time being, discretion is the better part of valor!"

It's easier to write
GREGG SHORTHAND
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The BUSINESS EDUCATION WORLD PROFESSIONAL SERVICES

Teachers' Service Department

MILTON BRIGGS

CLAUDIA GARVEY

This department will provide in compact form:

A progressive awards program in bookkeeping providing three grades of certificates and accented by a monthly contest providing special prizes for outstanding solutions.

A monthly transcription test service offering three grades of achievement certificates recognizing increased proficiency in taking and transcribing business letters.

Motivation devices that will relate actual experiences of practicing teachers and the methods they use to bring attention to the outstanding work of their students.

The printed key to the shorthand plates appearing in the corresponding issue of *The Gregg Writer*. This counted key will provide supplementary dictation material of about 7,500 words.

ACHIEVEMENT AWARDS

• The B.E.W. Monthly Awards Service was designed to make available to bookkeeping and transcription teachers a progressive awards program to stimulate enthusiasm for these subjects and, by requiring uniformly high standards of neatness and accuracy, to improve student working habits.

Three certificates of achievement—Junior, Senior, and Superior—comprise the complete series of awards: in *bookkeeping*—for accurate solutions to progressively difficult problems; in *transcription*—for mailable transcripts produced at correspondingly higher dictation and transcription speeds.

All papers are graded by an impartial board of examiners in New York City, thus inspiring the best effort of your students.

The B.E.W. awards program may be made a part of your regular teaching schedule; or, if you wish, it may be introduced as an extracurricular activity, allowing extra credit for each achievement certificate.

TRANSCRIPTION

• The B.E.W. Transcription Tests will be published in each issue from October through May.

A Junior test, consisting of two business letters, 240 standard words in length, to be dictated at 80 words a minute and transcribed at 10 or more words a minute, and a Senior test, consisting of three business letters, 400 standard words in length, to be dictated at 100 words a minute and transcribed at 15 or more words a minute, will be published each month.

A Superior Achievement test, consisting of three business letters, 400 standard words in length, to be dictated at 120 words a

minute and transcribed at 20 or more words a minute, will be published in the December, January, April, and May issues only.

There is no time limit on the use of the transcription-test material. The tests may be administered at any time during the school year, provided they are used as new matter.

The achievement standard: Mailable letters at a reasonable rate of transcription.

Complete regulations regarding participation will be published in the October B.E.W.

BOOKKEEPING • This year the B.E.W. will present its tenth new series of bookkeeping contest problems. There will be nine contests, one in each issue of the B.E.W. from September through May.

Each month the B.E.W. will award special honor certificates to students who submit the best bookkeeping papers. The solution of each problem in the series will require not more than one or two class periods. All necessary information regarding the contest is given here.

IMPORTANT

To Teachers Using the B.E.W.
Awards Service

How to Buy and Use B.E.W. Stamps

MANY TEACHERS who use the monthly B.E.W. problems in bookkeeping and transcription find the B.E.W. stamp plan a convenient method of remitting examination fees for their students' papers.

Special B.E.W. stamps, worth 10 cents each, may be purchased in advance, in any quantity, and used as needed when papers are sent, thus making it unnecessary to issue a check or purchase a money order each time a set of papers is sent in for certification.

For example, if you estimate that you will send 100 papers during a semester, you may send your remittance for \$10 and buy 100 B.E.W. 10c stamps. Thereafter, each time you send papers for examination, affix on the back of your entry blank, or on your accompanying letter, a number of stamps equal to the number of papers you are sending. The stamps are gummed.

The B.E.W. stamps may be purchased at any time during the year and used at any time B.E.W. papers are submitted. Order them from THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York.

September Contest

closing date is

October 11

Contest Rules for September

1. Have your students work the bookkeeping problem on the next page. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies.

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York.

3. With your papers, send a typed list in duplicate of the names of the students whose papers are submitted.

4. Remit 10 cents for each paper. This fee covers in part the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Junior Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. They will be considered for the award of prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution and \$2 second prize. To each student who submits an outstanding paper meriting Honorable Mention, the B.E.W. will send a specially designed 8½" by 11" Scholastic Achievement Certificate suitable for framing.

7. Each paper submitted must have these data in the upper right-hand corner: student's name in full, name of school, address of school, teacher's name in full.

8. The judges will be Alan Lloyd, Milton Briggs, and Mrs. Claudia Garvey.

9. *Closing date of the contest is October 11, 1946.* Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided on the prize winners.

The September Bookkeeping Problem

Read the following introductory paragraphs to your students

FUN WITH BOOKKEEPING FUNDAMENTALS:

This first monthly contest will introduce you to some fundamentals in bookkeeping. Don't let the word "fundamental" frighten you. It means "most important." Fundamentals are things without which you cannot get along. Air, water, and food are fundamental for living. The ability to add and subtract correctly is fundamental for success in bookkeeping. Legible handwriting, clear figures, lines ruled neatly with ink, and the ability to follow directions are other fundamentals.

The purpose of this contest is to see how well you have mastered important points in beginning bookkeeping. If your work in preparing your paper is neat and accurate, the BUSINESS EDUCATION WORLD will send you a worth-while Certificate of Achievement, which you will be proud to show your parents, friends, and prospective employers. If your paper is outstanding among those submitted in this con-

test, you will win a cash prize. It is fun to win. You can! You have only to do an excellent piece of work.

Directions to Students

In this contest problem, you are to copy a sales report of the Economy Department Store for the week ended September 14, 1946. (Teachers: Dictate the report shown below, or have it written on the blackboard. Permission to duplicate the form and instructions is hereby granted if you wish each student to have a copy.) Follow these directions carefully:

On plain white or composition paper, 8½ by 11, copy the information shown in the sales report. Use pen and ink. Fill in all blank spaces with the proper figures. (There are 25 spaces to be filled, including the average daily net sales for the week.) Separate the columns by *double* vertical lines. Omit all dollar signs. In place of the decimal points, rule *single* vertical lines to separate dollars from cents. Separate the dates and the figures for each day by a single horizontal line.

ECONOMY DEPARTMENT STORE

"Everything from A to Z"

Sales Record

For Week Ended September 14, 1946

Date	Cash Sales	Charge Sales	Total Sales	Sales Returns	Net Sales	State Sales Tax *
Sept. 9	\$1,001.95	\$ 942.81	.....	\$34.01	.....	.....
10	946.44	1,641.17	.....	18.11	.....	.....
11	803.92	943.82	.....	52.94	.....	.....
12	1,044.18	1,106.19	.....	64.04	.....	.....
13	1,266.09	1,211.49	.....	18.92	.....	.....
14	1,403.34	1,471.69	.....	192.17	.....	.....
Totals	.....	.....	.....	.....	.....	.....
Average Daily Net Sales for Week =						

* Figure this amount as 1 per cent of the net sales figure.

When you have five mills or more, make the tax figure a full cent higher; when you have less than five mills, drop them.

MOTIVATION • Miss Laura Goodwin, of Brackenridge High School, San Antonio, Texas, found a novel method of making a permanent record of special honors to one of her bookkeeping students. A photograph of the student, Geraldine Loomis, and the prize check, together with the announcement letter, were photostated letter size. See the accompanying illustration.

The inspirational value of an awards program is manifested by the following quotation from

a letter received from Mrs. A. W. Page, an instructor in the California Institution for Women:

"The student who received your Junior Awards recently was so delighted, as were the Superintendent of this Institution and the Board of Trustees, that it was a real event."

If students complain that an instructor is too severe in grading papers, an awards program in which the papers are mailed to an impartial board of examiners, such as is provided by the

JOHN ROBERT GREGG
EDITOR IN CHIEF

CYDIE I. BLANCHARD
MANAGING EDITOR

GUY E. FRY
BUSINESS MANAGER

THE BUSINESS EDUCATION WORLD

270 MADISON AVENUE NEW YORK 17, N. Y.

A PROFESSIONAL MAGAZINE FOR BUSINESS EDUCATORS

LOUIS A. LESLIE
ASSOCIATE EDITOR

WILLIAM BRIDGES
ASSOCIATE EDITOR

ALAN L. ALLEN
ASSOCIATE EDITOR

Miss Laura Goodwin,
Brackenridge High School,
So. St. Mary's Street
San Antonio, Texas

Dear Miss Goodwin:

Heartly congratulations are extended to you and Geraldine Loomis, Second Prize Winner in the Superior Division of the January bookkeeping contest.

This is indeed a signal achievement. Approximately thirty-five hundred students from forty-one states, Puerto Rico, Alaska, Hawaii, and several Canadian provinces participated in this fifth monthly contest of the 1945-46 school year.

We hope you will find it possible to present the enclosed check at a special assembly. The prize is not very large but the significance of this award is very great indeed and full credit should be given you as well as Miss Loomis for this outstanding example of the excellence of your teaching.

Your local newspaper will be glad to carry an item on this honor that has come to you. We should appreciate your sending clippings for our files.

Sincerely yours,
Walter Gregg
Walter Gregg, Editor

Ward



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Fifth Avenue at 44th Street
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NUMBER
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MAR 18 1946

Pay ***** 2 DOLLARS 00 CENTS Dollars

to the order of Geraldine Loomis \$ 2.00

FOR THE PRESENTER

PAID & NOT CASHED
WITHIN 30 DAYS OF DATE

MOTIVATION • Congratulations and prizes stimulate achievement.

Space limitation does not permit publication of the long list of names of other students who submitted outstanding papers in these contests. Notification and prizes have been mailed to these students.

MONTHLY BOOKKEEPING CONTEST PRIZE WINNERS

(The names of teachers are in italics)

MARCH	SUPERIOR DIVISION	SENIOR DIVISION	JUNIOR DIVISION
First Prize	Helen Pastor, Northern High School, Flint, Michigan. <i>Mrs. Genevieve Abbott.</i>	Dorothy Evangelista, St. Xavier's Academy, Providence, Rhode Island. <i>Sister Mary Marcia, R.S.M.</i>	Vivian Miller, High School, Buckhannon, West Virginia. <i>Margaret Gregory.</i>
Second Prize	Jane Muldowney, St. Stephen High School, Port Carbon, Pennsylvania. <i>Sister M. Regina Pacis.</i>	Patty Dee Buckley, High School, Telluride, Colorado. <i>Beth McCaughey.</i>	Dorothy Ann Mense, Rosati-Kain High School, St. Louis, Missouri. <i>Sister M. Gabriella.</i>
APRIL			
First Prize	Lucille Dejana, Senior High School, Port Washington, New York. <i>Jennie P. Procelli.</i>	Jacqueline M. Vandal, Jesus-Mary Academy, Fall River, Massachusetts. <i>Sister M. Hilda, R.J.M.</i>	Jeanne Donahue, St. Francis de Sales School, McKees Rocks, Pennsylvania. <i>Sister M. Fabian.</i>
Second Prize	Louise Biedenbach, Community High School, New Baden, Illinois. <i>Marie Graesser.</i>	June Lewandowski, Lincoln High School, Tacoma, Washington. <i>J. E. Frail.</i>	Hazel James, High School, Durham, North Carolina. <i>J. M. Deeds.</i>
MAY			
First Prize	Hellen Smith, St. Mary's Seminary, St. Mary's City, Maryland. <i>Jane F. White.</i>	Joan G. Callahan, St. Joseph High School, Rockaway Park, New York. <i>Sister Jeanne Ursula.</i>	Valmont Cote, O'Sullivan Bilingual College, Quebec City, Quebec, Canada. <i>Michelle Audet.</i>
Second Prize	Marie Rose Vanasse, Jesus-Mary Academy, Fall River, Massachusetts. <i>Sister M. St. Hilda, R.J.M.</i>	Dolores Fego, Victory Business School, Mount Vernon, New York. <i>Sister Mary.</i>	Jeanne Donahue, St. Francis de Sales School, McKees Rocks, Pennsylvania. <i>Sister M. Fabian.</i>

BUSINESS EDUCATION WORLD monthly bookkeeping and transcription awards programs, is the answer.

As Reginald Estep, of the Yuba City, California, High School, says:

"This bunch of papers was pretty bad. I am very glad that they were corrected as hard as they were. There were some very long faces in the class, but the effect is what I wanted."

And the effect must have been good and long lasting because Mr. Estep's bookkeeping students walked off with first prize in the Public High Schools Division of the Ninth Annual Bookkeeping Contest.

Evidence of the popularity of such programs with the students is often contained in letters received in acknowledgment of prize awards. An interesting group of letters was received with solutions to a recent bookkeeping problem submitted by Leo Osterman, of the Loraine, Illinois, High School. We quote:

"I want to thank you for making it possible for us to work your bookkeeping projects. I have worked nine of them and found they have proven more and more interesting. They are a pleasure to work and have taught me to do my work neatly and accurately."—*Irene Smith.*

DICTATION MATERIALS • Each month, the B.E.W. gives in the professional services department some 7,500 words of selected dictation material counted in units of 20 standard words. This material regularly includes fiction, articles, and business letters, and is widely used today by teachers of shorthand and transcription to give breadth, variety, and interest to daily practice.

This material appears in shorthand in the same monthly issue of the GREGG WRITER, a magazine for secretaries, stenographers, and typists. Special reduced subscription rates are given to students and teachers.



FARMERS' FRIEND TRACTOR COMPANY, MAKERS OF EARTHWORM TRACTORS EARTHWORM CITY, ILLINOIS

June 27,²⁰ 1925

Mr. Alexander Botts,
Hotel McAlpin,
New York City.

Dear Mr. Botts:

On your⁴⁰ forthcoming trip into New England we want you to call on Mr. Caleb R. Hubbard, at Hubbardston, Maine. He⁴⁰ has just written us that he is thinking of buying a tractor, and we will count on you to get his order for⁴⁰ an Earthworm.

If he wants to see a machine in action, you can take him over to Castle Harbor, ten miles from¹⁰⁰ Hubbardston, where our records show that the Maine State Highway Department has a ten-ton Earthworm at work on the roads.²⁰⁰

Very sincerely,
GILBERT HENDERSON,
Sales Manager

FARMERS' FRIEND TRACTOR COMPANY SALESMAN'S DAILY REPORT¹⁴⁰

Date: Wednesday, July 1, 1925. 9 p.m.

Written from: Hubbardston Hotel, Hubbardston, Maine.²⁰⁰

Written by: Alexander Botts, Salesman.

I arrived here early this afternoon. And I am up against a tough²⁰⁰ proposition. I have had competition before from other makes of tractors and from horses and mules, but this²⁰⁰ time I have to compete with boats and airplanes.

However, I am going swell. I am getting ready to put on²⁰⁰ such a wow of a demonstration that it wouldn't make any difference if I was competing against the²⁰⁰ whole British Navy and a fleet of all-metal dirigibles besides. When I explain what I am going to²⁰⁰ do you will realize that I am getting better and better all the time.

I hopped off the train at one this²⁰⁰ afternoon, I checked in at the Hubbardston Hotel, ate lunch, and called on Mr. Hubbard a little before two. Mr.²⁰⁰ Hubbard turned out to be very intelligent and businesslike, and explained at once what he wanted.

"I own²⁰⁰ a tract of land on the seashore about ten miles north of here," he said. "At the present time I have a small hotel²⁰⁰ there called the Seaside Inn. It has been so successful that I am going to build a much larger hotel—which means²⁰⁰ that I will have to take over a whole lot of building material such as lumber, cement, plumbing supplies,²⁰⁰ and so forth."

"When it comes to hauling freight," I said, "the Earthworm tractor can't be beat. If it is only ten miles we²⁰⁰ could make two or three trips a day."

Part One of a Story

From "Alexander Botts Earthworm Tractors"

by William Hazlett Upson

(Copyright, 1923, Curtis Publishing Company)

"The trouble," Mr. Hubbard went on, "is that the place is very inaccessible.⁴⁰⁰ If you will step over here I will show you what I mean."

He led me across the room and pointed to a map⁴⁰⁰ which hung on the wall. "Here is Hubbardston," he said, "where we are now. On the sea coast just north of town is Hubbard's Point,⁴⁰⁰ which is about five miles wide, and which extends eastward out into the sea about twenty miles."

"Exactly," I said.⁴⁰⁰

"Just north of Hubbard's Point," he continued, "is Sandy Inlet, which is about five miles wide at the mouth, and which extends⁵⁰⁰ inland to the west about twenty miles. The Seaside Inn is right here—on a rocky hill just to the north of⁵⁰⁰ the mouth of Sandy Inlet. Is that clear?"

"I follow you exactly," I said.

"The Inn," Mr. Hubbard went on, "is⁵⁰⁰ thus only ten miles north of here as the crow flies, but it is very hard to reach. If you go by sea you have to⁵⁰⁰ sail out around the point. If you go by land you have to circle around the inlet. Of course I could go by air,⁵⁰⁰ and there is a man in town now trying to sell me a small airplane. I may buy it. I have a field over there⁵⁰⁰ big enough to land on, and I could transport the guests of the Inn by air very nicely."

"But you couldn't carry⁵⁰⁰ much freight on a small plane," I said.

"No," he admitted, "I couldn't."

"How have you managed in the past?" I asked.

"We've been⁶⁰⁰ using a rented motorboat," he said. "That means we have to take a fifty-mile trip way out around the end of⁶⁰⁰ Hubbard's Point. It takes almost all day. We can't use a large motorboat because we don't have a deep-water landing⁶⁰⁰ place at the Inn. So, if we have to transport all our building materials on a small motorboat it will be⁷⁰⁰ a very slow and a very expensive process. And whenever there is a storm we can't make the trip at all."⁷⁰⁰

"I see," I said. "You want to haul the stuff overland. Is there a road?"

"There is a good road," said Mr. Hubbard, "which⁷⁰⁰ leads five miles across the base of Hubbard's Point to the south shore of Sandy Inlet. From there you can see Seaside Inn.⁷⁰⁰ It's only five miles farther on, but it's on the other side of the inlet, and to get there by land you have to⁷⁰⁰ take a fifty-mile drive on very poor wood roads clear around the inlet."

"Why not haul your stuff across the point by tractor," I suggested, "and then take it over the inlet by boat?"

"The inlet is full of rocks," said Mr. Hubbard.⁸⁰⁰ "The tide sweeps in and out at about ten miles an hour, and at low tide it's practically dry—nothing but an⁸⁰⁰ expanse of mud and sand, with here and there a bunch of rocks. So it's a bad place for boats. But I thought perhaps we could⁸⁰⁰ drive straight across with one of your tractors."

"What!" I said. "With that water running in and out at fearful speed?"

"We should⁸⁰⁰ go over when the tide is out," said Mr. Hubbard. "At each low tide we have at least four hours when the sand flats are⁹⁰⁰ uncovered. Of course the sand is wet and pretty soft in places. But I have walked out a mile or two at low tide⁹²⁰ and the sand is solid enough to bear the weight of a man. So if your tractor can run on fairly soft ground, if⁹⁴⁰ it can pull a reasonable load in a wagon behind it, if it can make the five miles in less than four hours,⁹⁶⁰ and if it is reliable and won't break down and get caught by the tide, I think it will be just the machine I⁹⁸⁰ need."

"Mr. Hubbard," I said, "your troubles are over!" And at once I explained to him just exactly how good the¹⁰⁰⁰ Earthworm tractor is, and how it would fulfill all of his requirements. I got out my order blanks, and I got out¹⁰²⁰ my fountain pen. But unfortunately Mr. Hubbard is a very skeptical Yankee. He absolutely¹⁰⁴⁰ demanded a demonstration before he would do business.

"All right, Mr. Hubbard," I said; "If you want a¹⁰⁶⁰ demonstration, you'll have a demonstration."

I hurried back to the hotel. I hired an automobile. I drove across¹⁰⁸⁰ the base of Hubbard's Point to the south shore of Sandy Inlet. Fortunately, it was low tide, and I was able¹¹⁰⁰ to walk out and inspect the sand. It was plenty solid enough for an Earthworm tractor and a wagon.

On¹¹²⁰ the shore was a building with a sign, "Down East Canning Company," and out in front on the sand were a lot of men¹¹⁴⁰ digging clams and taking them into the factory to be canned. These men pointed out the Seaside Inn—a mere speck¹¹⁶⁰ of a building on the wooded shore far away to the north over the flats.

IT looked like a cinch to haul a load¹¹⁸⁰ over to the Inn. An Earthworm tractor, making three miles an hour, could cross in less than two hours. And the tide stayed out¹²⁰⁰ for four hours.

Immediately I drove my hired automobile back to town and then ten miles down the coast to Castle¹²²⁰ Harbor, where I found the State Highway Department's ten-ton Earthworm tractor pulling a twelve-foot blade grader along¹²⁴⁰ the road. The tractor was in charge of an older guy with a walrus mustache, by the name of Andy¹²⁶⁰ Meiklejohn. After a long discussion Andy agreed to drive the tractor to Hubbardston early tomorrow morning¹²⁸⁰ and work for me one or more days at a flat price of thirty-five dollars a da. Whether the State Highway¹³⁰⁰ Department will get this thirty-five per, or whether Andy will knock it down for himself, I do not know. And I don't¹³²⁰ know that I care.

After arranging for the tractor I went back and called on Mr. Hubbard.

"Mr. Hubbard," I¹³⁴⁰ said, "I have just got hold of an Earthworm tractor. I am going to drive it across the sands of Sandy Inlet¹³⁶⁰ tomorrow. I want you to have a wagon loaded up with at least five tons of building material for me¹³⁸⁰ to drag along. And I hope you can come yourself."

"Fine!" said Mr. Hubbard. "I'll have them load up a wagon this¹⁴⁰⁰ afternoon at the lumber yard. But I can't go with you myself. I have arranged to fly to the Inn day after¹⁴²⁰ tomorrow morning with the man who is trying to sell me the airplane."

THE GREGG WRITER KEY

The dictation materials on these and the following pages are shown in shorthand in this month's issue of THE GREGG WRITER. The key given in the B.E.W. is counted in units of 20 standard words.

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"I will probably see you over there then,"¹⁴⁴⁰ I said. "Where can I get an exact timetable of the tides?"

"You had better see Captain Dobbs. He owns the motorboat¹⁴⁶⁰ which I have been using for trips to the Inn. He knows more about the tides in Sandy Inlet than anybody¹⁴⁸⁰ else in town."

"Thanks," I said. I found Captain Dobbs down on the water front, shining up the brass on his motorboat.¹⁵⁰⁰ I explained exactly what I was going to do, and he told me the morning low tide would be from five thirty¹⁵²⁰ to ten thirty, and the afternoon low tide from six until ten. As the morning tide is pretty early, I have¹⁵⁴⁰ decided to go in the afternoon.

I thanked Captain Dobbs, and came back to the hotel, arriving just in time¹⁵⁶⁰ for supper. After supper, while sitting on the porch of the hotel, I got to talking with a gentleman from¹⁵⁸⁰ New York who had arrived on the afternoon train. He was a little guy, with a timid and somewhat harassed look¹⁶⁰⁰ on his face. And he said that he and a party of five others were going over to the Seaside Inn tomorrow.¹⁶²⁰

"But," he added, "the women in my party were so seasick in that little motorboat last year, that they almost¹⁶⁴⁰ refused to come this year."

"You don't have to go by motorboat any more," I said. I then explained how I was¹⁶⁶⁰ going over by tractor, and suggested that he and his friends ride along on the wagon. The gentleman from¹⁶⁸⁰ New York at once went upstairs to consult with the rest of his party, and soon returned, saying

that they would accept¹⁷⁰⁰ my invitation with the greatest pleasure. I warned him that the wagon would not be luxurious, but he said¹⁷²⁰ anything would be better than bobbing along all day in a sickening little motorboat. So it was agreed¹⁷⁴⁰ that we would all meet tomorrow afternoon a little after four.

Thus you see that I have arranged a splendid¹⁷⁰⁰ demonstration. As usual, I am doing more than anyone could have asked or expected. Not only¹⁷²⁰ am I going to show Mr. Hubbard that the Earthworm tractor is the best means of hauling freight over to his¹⁸⁰⁰ Inn, but I am also going to take a load of his hotel guests and thus prove to him that the Earthworm is the¹⁸²⁰ best means of transporting passengers.

By tomorrow night, I expect to have Mr. Hubbard's order.

Very¹⁸⁴⁰ sincerely,
ALEXANDER BOTTS (1845)

(To be continued next month)

Wits and Wags

A GIRL entered the manager's office to apply for a job, and when asked if she had any particular qualifications or unusual talents, stated that she had won several prizes in crossword puzzle and slogan contests.

"That sounds good," the manager told her, "but we want somebody who will be smart during office hours."

"Oh," she explained brightly, "this *was* during office hours."

. . .

FRITZ: Father, you are a lucky man.

Father: How is that?

Fritz: You won't have to buy me any school books this year. I have been left in the same class.

. . .

BENNETT: What's a pedestrian?

Benson: He's a person who's still waiting for his new car to be delivered.

. . .

TEACHER: Give three collective nouns.

Student: Flypaper, wastepaper basket, and vacuum cleaner.

. . .

KNICKER: It's wonderful, but I had a deaf uncle who was arrested, and the judge gave him his hearing the next morning.

Bocker: That's nothing. I once had a blind aunt who walked into a lumber yard and sawdust.

. . .

MRS. ALLEN: I wonder if you would be so kind as to weigh this package for me?

Butcher: Why certainly. It weighs exactly three and one-fourth pounds.

Mrs. Allen: Thank you. It contains the bones you sent me in that four-pound roast yesterday.

Word to the Wise

THE time to make friends is before you need them. (8)

Dictation Articles

Addition to Aesop

From "KVP Philosopher"

WHENEVER the ancients found an objectionable characteristic in their fellow human beings, they were²⁰ quite likely to invent a story to illustrate it, using animals as the characters. A Samian³⁰ slave by the name of Aesop, who lived in the Sixth Century B. C., is given credit for the invention of⁴⁰ many of these fables, though the evidence is a bit thin. Nearly all peoples have counterparts in their folklore.⁵⁰

Most of us take the stories to ourselves without conscious credit as to the source. We speak of dog-in-the-manger⁶⁰ tactics to illustrate selfishness, hardly recalling the ox who was cheated out of his dinner by the dog.⁷⁰ We say the grapes are sour, without conscious thought of the fox who thus justified his failure to reach prime fruit that hung⁸⁰ too high for him to get. It is one of the great "face-saving" fables.

Recently we attended a meeting where⁹⁰ every one present promised to go out and do a needed job with all possible energy and dispatch.¹⁰⁰ You know the sequel. The work was finally done by the few, while the others used a thousand excuses to explain¹¹⁰ their lethargy.

We were reminded of another fable, apparently not attributed to Aesop,¹²⁰ the one about the birds who got together to discuss what would promote the general welfare.

"Our housing¹³⁰ situation is pretty bad," said one. "Seems as if we ought to be able to build better homes. Our babies suffer¹⁴⁰ from rain and sun and wind."

The suggestion met with unanimous approval, and it was agreed that they could all¹⁵⁰ profit by building better nests. The oriole was obviously the best nest builder among those present, and¹⁶⁰ it was decided that all would study her methods, take individual lessons if needed, and make all bird¹⁷⁰ homes safer for fledglings. The cowbird was particularly vociferous in voicing his approval of the¹⁸⁰ plan, and his determination to become a model home builder.

Well, it turned out with the birds just as it does¹⁹⁰ with people. Some, like the hummingbird, studied long and diligently, and learned to make lovely, durable homes. Others²⁰⁰ took only two or three lessons and called it a day. Some, like the killdeer and many of the shore birds, were never²¹⁰ able to do more than scoop out a depression in the sand. The turtle dove could take time off from mourning and²²⁰ love to throw together only the sketchiest of nests.

A few couldn't be bothered at all, and waited until²³⁰ others abandoned their nests, or took over those built last year. And as for the cowbird, who seconded every²⁴⁰ motion and promised to build even better than the oriole, the least said about him the better. His wife to²⁵⁰ this day sneaks into the home of decent folks and lays her eggs, leaving them for others not only to hatch, but to²⁶⁰ feed the clamorous progeny.

If the birds had a language, what fables they could spin with humans as their characters! (520)
—G. S.

The Magic Letters "B. Y. F."

NICHOLS FIELD WILSON
in "Adventures in Business"

CRYPTIC indeed—those letters—B. Y. F.

But C. J. Birtcher, president of The Birtcher Corporation,³⁰ 5087 Huntington Drive, Los Angeles, and a considerable number of his close associates,³⁰ know that they have a very real and vital meaning. That meaning is BUILD YOUR FUTURE!

Eight years ago Birtcher⁶⁰ wanted to add a promising young man to his staff but there wasn't really any "opening." But Birtcher⁶⁰ is sold on the idea that a good man will make his own job in any organization if given the¹⁰⁰ opportunity. So he put the young man on the payroll at a very nominal sum and in charge of a¹⁵⁰ completely new department which was secretly dubbed "B. Y. F." All business that could be accredited to the activities of the new employee was rubber-stamped B. Y. F. in large letters. Today he is a key man¹⁶⁰ with a five-figure salary.

In 1936, Birtcher left a \$12,000 a year job¹⁵⁰ to start his own business—The Birtcher Corporation—now doing close to a \$2,000,000 annual volume.²⁰⁰ Its growth has been constant through the years and far more rapid than the average industrial curve of successful²⁵⁰ businesses as published by the United States Chamber of Commerce.

Philadelphia is Birtcher's native²⁴⁰ city. He was born there in 1902, of sound Irish-English lineage. He was ten when the family²⁶⁰ moved to Santa Ana, California. There he attended the Roosevelt and the Santa Ana Polytechnic²⁸⁰ schools, later going on to the University of Southern California at Los Angeles.³⁰⁰

He was only eleven years of age when he actually began to display the business acumen which³²⁰ has characterized his career. He bought four heads of lettuce for a nickel from a local farmer and doubled³⁴⁰ his money by selling them from door to door.

From the time he was fifteen and on into very young manhood Birtcher's³⁶⁰ experiences were varied. He clerked in a grocery store, he drove a laundry truck, he went on to advanced³⁸⁰ schooling. In college he earned enough for his school expenses.

"Such early activities," he says today, "are⁴⁰⁰ by no means a hardship on a youngster but a rare privilege and an education. At sixteen, I had acquired⁴²⁰ in this way more sales experience than most boys have by the time they have been through college and out of school a⁴⁴⁰ couple of years."

In the development of his lettuce business, however, Birtcher did much more than gain the⁴⁶⁰ rudiments of salesmanship. He was too young to analyze the fact or to realize it, but he was actually⁴⁸⁰ putting into practice one of the cardinal principles that have guided his business life. He deliberately⁵⁰⁰ chose to sell lettuce in this manner because he knew that he was delivering a *better head of lettuce⁵²⁰ at less cost* than his competitors—great or small. It is this precept of *HONEST VALUE SINCERELY PRESENTED⁵⁴⁰* that has made it possible for The Birtcher Corporation to forge ahead so rapidly in the highly⁵⁶⁰ competitive electro-medical-surgical equipment field.

Through all the experiences of his boyhood⁵⁸⁰ and young manhood, Birtcher was vaguely seeking something. He had a great longing for knowledge, but he wanted it⁶⁰⁰ to be more than something academic and trite. Deep down in his heart was the unsatisfied ambition to serve⁶²⁰ humanity—to align himself through his life's work with something idealistic and helpful to the fullest⁶⁴⁰ possible score.

Then, quite unexpectedly, he was offered a job as a retail salesman on a strictly⁶⁶⁰ commission basis for a company manufacturing electrical goods for physicians and surgeons.⁶⁸⁰ Preparatory to the job, he was required to take an intensive course of instruction. Among the first words he heard⁷⁰⁰ from his instructor were these: "You can help more people and you can help people more." When Birtcher heard them, he instinctively⁷²⁰ felt that he had found what he had been seeking.

The good salesman of electro-medical-surgical⁷⁴⁰ equipment is a man with a serious mission in life and grave responsibilities. He cannot know too much.⁷⁶⁰ Birtcher was outstanding in his grasp of the instruction course and he liked it so well that he went far beyond the⁷⁸⁰ required study. He purchased every book he could lay his hands on relating to electrical engineering,⁸⁰⁰ salesmanship, anatomy, biology, pathology, and every other subject even remotely⁸²⁰ related to the physical therapeutic equipment he meant to sell. He plunged into correspondence⁸⁴⁰ courses and business administration. Out of his own pocket he paid surgeons to give him private instruction⁸⁶⁰ in certain techniques employing electro-surgery.

WITH such a background of preparation it is not⁹⁰⁰ surprising that he was successful in the sale of the equipment. He had learned for himself the priceless lesson that⁹²⁰ successful selling is successful service. Within two years he was giving lectures in the training of other⁹⁴⁰ salesmen, and within four years lecturing to groups of physicians on electro-medical and surgical⁹⁶⁰ equipment and its uses. In recent years he has collaborated with a number of physicians in preparation⁹⁸⁰ of medical articles.

Birtcher put his life savings into his company when he started it in¹⁰⁰⁰ March, 1936. It was a depression year. But Birtcher had faith in himself and undying¹⁰²⁰ confidence in the few men who were his immediate associates. Faith and interest in other people are¹⁰⁴⁰ guiding principles in all that Birtcher does. The first item manufactured was a very worthy piece of¹⁰⁶⁰ equipment, selling at \$37.50. But when placed on the market it was discovered that the¹⁰⁸⁰ instrument required too much sales promotion and educational expense to be a commercial success. Birtcher¹¹⁰⁰ and his associates bought back large numbers of these items at the original sales price. He had to go¹¹²⁰ head over heels in debt in order to do this, to say nothing of sacrificing a sizeable profit¹¹³⁰

already made. He knew that the good will and confidence engendered by this action would give him one of the soundest¹¹⁴⁰ of all possible foundations. It was merely a going back to the principle of "Honest Value Sincerely¹¹⁶⁰ Presented"—and it paid off. By 1940, the Birtcher Corporation had become the world's largest¹¹⁸⁰ volume producer of high-frequency electro-medical equipment, distributing its products over¹²⁰⁰ the entire United States and more than twenty foreign countr¹ !

MANY concerns boast that their employer-¹²²⁰ employee relationship is that of "one happy family." It is a great and desirable ideal, too¹²⁴⁰ seldom obtained. But at The Birtcher Corporation this ideal is realized, factually, humanly,¹²⁶⁰ vitally. Such an achievement is more than a matter of wages and hours and working conditions. All of these¹²⁸⁰ are excellent at The Birtcher Corporation. But in the final analysis, spirit such as this can only¹³⁰⁰ be actuated by warm personal interest in every employee as an individual¹³²⁰ and a human being. And this interest must stem from the very head of the company himself. It is no¹³⁴⁰ chore for Birtcher to do this. He likes people. He has always liked people. This trait has been costly to him on a¹³⁶⁰ number of occasions but he has never for one moment become disillusioned. It is the same good and¹³⁸⁰ generous attribute which prompts him to stand squarely back of this idea; that every piece of Birtcher equipment¹⁴⁰⁰ be built under happy conditions by happy employees and that every user must be happy in¹⁴²⁰ its ultimate possession. This is a big thing to live up to—Birtcher thoroughly enjoys doing it.

Just as¹⁴⁴⁰ he found time for music, despite the numerous activities of his boyhood, Birtcher now finds time for hobbies¹⁴⁶⁰ and healthful recreation. He is fond of horses and horseback riding and owns a thousand acre ranch twenty¹⁴⁸⁰—one miles from downtown Los Angeles, where he and his associates spend many enjoyable hours. Incidentally,¹⁵⁰⁰ his Rancho Cohideco is no mere expensive plaything. Through the raising of blooded cattle and the¹⁵²⁰ cultivation of citrus it has been built into a paying proposition.

Among his other business¹⁵⁴⁰ interests is numbered a plant at Glendora, California, producing quick-frozen foods and fresh California¹⁵⁶⁰ orange juice.

Last, but by no means least, is his continued and fervent love of music. He has an extensive¹⁵⁸⁰ library of classical compositions and is also a confirmed addict of hot jazz. He is really¹⁶⁰⁰ proud of his record library.

He is active as a Mason, a Jonathan; as a member of the¹⁶²⁰ Alumni Association of the University of Southern California, and the American¹⁶⁴⁰ Surgical Trade Association. Probably the greatest joy his business life holds for him is in helping other¹⁶⁶⁰ people build securely and happily for a future that is also a part of the present.

He believes¹⁶⁸⁰ that achievements no less significant than his own are possible to almost anyone in America¹⁷⁰⁰—that the will to do, plus individual initiative and freedom, can be translated into exactly¹⁷²⁰ the sort of success each one seeks for himself.

Magic letters B. Y. F. . . . *build your future*
. . . your own future. (1739)

Mileage Hints

J. F. WINCHESTER

IT may be as late as 1948 before any new cars will be available on a broad²⁰ scale to the general public, according to a recent survey. The seven million new cars which will be produced⁴⁰ before then will go to essential users and veterans.

That means that the nation's average car will be⁶⁰ ten years old or more before replacements are possible. One quarter of all the country's cars will be twelve years old⁸⁰ or older by the time 1948 rolls around.

Unless most of us can keep the old car running¹⁰⁰ for at least another two years, it may be a future of walking. Baling wire and string won't hold the aging car¹²⁰ together, but careful service and repairs as soon as they are needed will help. Careful handling of your car will¹⁴⁰ also go a long way towards keeping it from the junk pile.

A few driving hints to save undue wear and tear are these—¹⁶⁰ Avoid fast driving, even though you no longer need to save gasoline. High speeds wear out vital parts faster. Don't¹⁸⁰ attempt to make hills in high speed, although higher octane gas may be in the tank. High gear "pushing" on hills is a²⁰⁰ strain on older motors.

Use care in starting. Don't race the engine to warm it up and don't start off at high speed. Take²²⁰ it easy and drive slowly for the first few minutes when starting out in the morning or after your car has been²⁴⁰ parked for any length of time. Accelerated engine speed before the oil has had a chance to circulate²⁶⁰ completely, will increase wear on pistons, piston rings, and cylinder. (271)—*Esso Marketers*

How to Measure a Man

From "The Cincinnati Purchaser"
as reprinted in "The Advertiser's Digest"

THE MAN'S NO BIGGER than the way
He treats his fellow man!
This standard has his measure been
Since time itself began!²⁰

He's measured not by race or creed
High-sounding though they be;
Nor by the gold that's put aside;
Nor by his sanctity!⁴⁰

He's measured not by social rank,
When character's the test;
Nor by his earthly pomp or show,
Displaying wealth possessed!⁶⁰

He's measured by his justice, right,
His fairness at his play,
His squareness in all dealings made,
His honest, upright way.⁸⁰

These are his measures, ever near
To serve him when they can;
For man's no bigger than the way
He treats his fellow man! (100)

Graded Letters for Use with the Gregg Manual

For Use with Chapter One of the Manual

Henry:

I read with great glee your merry tale of the little colonel of Green Lake. It was a great treat reading of²⁰ his canny trickery in licking the enemy.

I like your technique of treating his hectic career with a⁴⁰ minimum of detail. It is a good tale that will take but a little time to be read by all in this country.

Tim(60)

Dear Sir:

Our ticket man made an error and your ticket to the drama, "The Cat and the Canary," was taken²⁰ by a Mr. Harry Lee. A ticket to this drama will come to you by the middle of the month.

Yours truly,(40)

Dear Sir:

The retail market in lead is good today. I can get rid of all the lead you can get me.

I will be²⁰ in Reading a limited time the end of the month. Can you come there at that time with all your data? By meeting⁴⁰ me in Reading you will aid me in gaining time.

Yours truly,(51)

Dear Sir:

I cannot get to Lynn the day of your meeting. My dad is ill and I am taking him to Maine that day.²⁰

I can come to Lynn the middle of the month. I am aware that your time is limited and can be ready with⁴⁰ all the data by then.

Yours truly,(46)

Dear Sir:

Mr. Ream is ill and cannot market your grain. But Clay and Mr. Lane, our handy man, are willing to²⁰ come any day this month. Mr. Lane can handle grain like Mr. Ream and will be of great aid to you.

Yours truly,(40)

Ray:

I would like to take a camera with me when I go to Eagle Lake the end of this month. Can you get me²⁰ a camera? I would handle it well.

Mac(28)

For Use with Chapter Two of the Manual

Mr. Ferris:

I did not get back from Mason City until this morning. Because of this I have not had a²⁰ chance to get to Lansing to see Mr. Reese. I shall visit him after I have made a thorough analysis⁴⁰ of the work at our factory. Should he visit the factory before I see him, you can tell Mr. Reese that⁶⁰ you have been named to handle all finances.

There has been a big increase in business since the beginning of the⁸⁰ month, and Mr. Smith thinks all the factory help will get raises very soon. I must also inform you that the¹⁰⁰ members of the Federation will have an election at the end of the month. At this meeting, action will also¹²⁰ be taken about such matters as overtime pay, working hours, and vacations.

Very truly yours,(139)

Dear Madam:

The dress you shipped me reached me today. I must say that it fits very well.

When Phyllis Blaine mentioned that²⁰ you made good dresses for the businesswoman and that you labored many hours to see that they fitted well, I felt⁴⁰ that I should come to your place and get one.

I am very happy that I did. I have never seen as pretty a⁶⁰ dress as this one for the money.

There is one thing that I think needs fixing—the belt is a bit big. I shall be passing⁸⁰ by your place soon and will step in and let you fix the belt for me.

Yours very truly,(96)

Dear Sir:

I have your letter of the 7th in which you mention that the Senate and the other national chamber²⁰ will have before it at its next session the matter of increased taxation. I see from the papers that Mr.⁴⁰ Barry, the member of the Senate from my part of the country, is in favor of many increases.

I⁶⁰ am going to inform him that I am against such increases as he mentioned when he met the press. There are other⁸⁰ schemes for raising the needed money at this time that I think would work as well. Moreover, such schemes as I am¹⁰⁰ thinking of would make things easier for married men. I will tell you about them when I next see you.

Yours very¹²⁰ truly,(121)

For Use with Chapter Three of the Manual

Dear Dr. Jones:

Your letter calling upon the employees of my company to collect clothing for families²⁰ overseas in want was received yesterday. I have already had a conference with officials of the⁴⁰ company and have told them of the important part your church is playing in aiding these hard-hit families—⁶⁰especially the children. They all agree that our company should send you all the clothing that is possibly can.⁸⁰

The officials immediately asked the girls they

employ to form a committee of twelve to speak to all¹⁰⁰ employees of the company—the office help as well as the workers in our box factory—during the coming¹²⁰ week. Employees will be urged to get all the clothes from their closets that they believe they can spare. It will all be brought¹⁴⁰ to our company's main office, where it will be neatly packed in boxes and shipped to you.

It is a great honor¹⁶⁰ to work with you in collecting this clothing.

Very truly yours,(171)

Dear Sir:

As a teacher of grammar, you will welcome our book for children, "Daily Grammar in Action." This book has²⁰ been prepared by three teachers known from coast to coast for their thorough knowledge of the subject.

The State Council has been⁴⁰ heartily urging the teaching of only those parts of grammar that are of real value to children in helping⁶⁰ them to read and speak better. It is the Council's opinion, as well as the opinion of the many teachers⁸⁰ that it represents, that these parts of the subject should be taught in a manner that will make the children love the¹⁰⁰ subject. "Daily Grammar in Action" was prepared in order that these stated aims could be easily achieved.

As¹²⁰ an aid to the teacher in her preparation for class, the authors have started work on a course of study booklet¹⁴⁰ to go with the grammar book. This course of study will go into such matters as methods of presentation,¹⁶⁰ daily lesson plans, and homework. Teachers that have bought the book will receive the booklet free.

Yours truly,(178)

O. G. A. Tests

A Review Helps

(Junior O.G.A. Test for September)

Dear Roscoe:

I have been looking through my old grammar. It is amazing how much we can forget after we leave²⁰ school. I did not realize how much I was in need of a review. I forgot the rules for forming the past tense⁴⁰ of many words, but I can apply most of them now.

A friend called me the other evening to ask what was meant by⁶⁰ "split infinitives." That one I knew, but do not ask me why I should remember it! He said that he was taught grammar⁸⁰ through use only, and now that he has picked up the habit of "splitting infinitives" he does not know what to¹⁰⁰ do about it, for he does not know just what a "split infinitive" is. I gave him my old grammar to read and¹²⁰ study. It should help him.

How about a date for a swim soon?

Bob(131)

Help Yourself to Knowledge

(O.G.A. Membership Test for September)

ALL nature is full of unknown things; earth, air, water, the fathomless ocean, the limitless sky, lie almost untouched²⁰ before us. What has hitherto given prosperity and distinction has not been more open to others⁴⁰ than to us; to no one, past or

PERSONALITY TESTS

YOUR Strong and Weak Qualities Revealed

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present, more than to the student going forth from the schoolroom tomorrow.

Let not,⁶⁰ then, the young man sit with folded hands, calling on Hercules. Your own arm is the demigod. It was given you⁸⁰ to help yourself. Go forth into the world trustful, but fearless. Exalt your adopted calling or profession. Look¹⁰⁰ on labor as honorable, and dignify the task before you, whether it be in the study, office, counting-¹²⁰ room, workshop, or furrowed field. There is an equality in all, and the resolute will and pure heart may¹⁴⁰ ennoble either.(143)

Actual Business Letters

Mr. Frank Lane
2820 Woolsey Avenue
Des Moines 4, Iowa

Dear Mr. Lane:

In your opinion,²⁰ which is worse, a \$10 mistake or a \$100,000 mistake?

Don't answer too quickly. A⁴⁰ \$10 mistake made often enough may be as disastrous to a corner grocery as a single⁶⁰ \$100,000 mistake to a large manufacturing plant.

Regardless of what mistakes may cost, the only⁸⁰ wise course is to set up a system that constantly guards against them.

Valuable help in reducing the¹⁰⁰ number of mistakes you make in your business is available for the asking. For whether mistakes result from¹²⁰ inaccurate bookkeeping, or a lack of vital facts and figures on which to base decisions, there is a¹⁴⁰ National system that will cut them to a minimum for any business large or small.

We do not ask you to accept¹⁶⁰ this statement without proof. At no obligation to you, a National representative will study your¹⁸⁰ business and show you how to reduce mistakes in handling cash and keeping records—and how best to keep the essential²⁰⁰ facts about your business always at your fingertips.

Why not benefit by getting a clearer view of the²²⁰ facts on your business now? Call your National representative—he's in your phone book.

Yours truly,(237)

Mr. Albert H. Cunningham
431 Park Avenue
Chicago 14, Illinois

Dear Mr.²⁰ Cunningham:

Your membership card enclosed is in acknowledgment of your check received for dues. Thank you for your support.⁴⁰

According to its by-laws, our association has three major functions: To improve our city by making⁶⁰ it a more effective place in which to carry on business and a better place in which to live; to promote our⁸⁰ city as a location for industry and as the great central market; and to render specific services¹⁰⁰ to its members.

The scope of these services has been expanded to meet new and changing conditions arising¹²⁰ out of reconversion from wartime to peacetime activities.

When you have a problem, let us know, and¹⁴⁰ we will try to be of every assistance.

Yours truly,(151)

Transcription Speed Practice

Dear Mr. Arlington:

Have you seen the new 24-page catalog, "Advertising Specialties of Distinction,"⁷⁷⁻⁸⁰ just issued by the E. M. Lloyd Company? This booklet should prove of interest to any firm desirous⁸⁰ of keeping its name constantly where it will be seen and remembered. A wide variety of attractive and⁸⁰ inexpensive advertising specialties that fit the needs of practically any type of business are⁸⁰ illustrated in actual size.

These advertising specialties are each designed for a definite, practical¹⁰⁰ purpose and will do an effective job of building good will and stimulating sales, used either by themselves or¹²⁰ as an adjunct to other forms of advertising.

One of the most completely equipped plants in America,¹⁴⁰ Lloyd's also offers its facilities in producing advertising specialties custom-made to individual¹⁶⁰ requirements. You are cordially invited to visit the plant and inspect all the modern, up-to-date¹⁸⁰ facilities for producing every and any conceivable type of advertising specialty.²⁰⁰

Sincerely yours, (202)

Dear Mr. Baylor:

If you're like a great many other businessmen, you'll be glad to know that the production and⁴⁰ distribution of Postage Meters is in full swing.

You are no doubt familiar with all the advantages that⁴⁰ the Postage Meter makes possible. You probably know how, right in your own office, it prints postage and postmark⁶⁰ and seals the envelope as well—all in one operation—providing any amount of postage for any⁸⁰ type or class of mail.

However, Metered Mail is not only faster in the business office, but in the Post Office¹⁰⁰ as well. It needs no "facing," canceling, or postmarking; and can therefore catch earlier trains or planes. In short,¹²⁰ Metered Mail is more than a piece of equipment; it is a modern mailing method. It has actually cut¹⁴⁰ postage expenditures in many firms from ten to thirty per cent—sometimes more.

With these facts in mind, we think you will¹⁶⁰ agree that now is a good time to find out more about Metered Mail. We'll be glad to send you full information¹⁸⁰ on request.

Yours truly, (184)

Dictate Sympathetically

(Continued from page 21)

prehension of each learning situation or difficulty as your students encounter such. You will keep your mind refreshed with correct shorthand outlines, will feel greater mastery of your course, and consequently will experience greater enjoyment.

Sympathetic dictation pays! I'm not "talking through my hat" when I say that; our beginning shorthand students reach a dictation speed of 120 words on new matter in 34 five-period weeks.

The Liberal Arts

(Continued from page 10)

member of his social group. Again, there is a place for a sound, useful, general education as well as for adequate training along some vocational line. These two element of collegiate training are not and should not be antithetical. They should supplement each other with the best elements of both functioning in the development of a worth-while citizenry.

When this is done, and only then, American education will have a validity that is essential to the development of free and useful men and women in a democratic society. When this is done, and only then, the liberal arts will find themselves no longer on an unstable defensive, but marching arm in arm with vocational training toward a more glorious achievement than has been attained in the past.

IF YOU WILL introduce this issue of the BUSINESS EDUCATION WORLD to your business teacher friends



AND PRESENT one of them with the postal card accompanying this issue,



YOUR FRIEND and the B.E.W. will both appreciate your services.





ON THE LOOKOUT

A. A. BOWLE

WITH 131,000 school systems, colleges, and other educational institutions, having an enrollment of approximately 26,000,000 students, as possible customers for various types of surplus property, the Surplus Property Administration has set up temporary procedures under which these nonprofit institutions can make purchases of available property and materials at reduced prices. Regulation 14, regarding this matter, can be obtained from your state educational agency for surplus property, or from the Surplus Property Administration, Washington, D. C., according to an announcement made by Mr. A. B. Merritt, acting assistant to the Chairman, War Assets Corporation.

1 Both the Automatic Pencil Sharpener Company, with its Dexters and Giants, and the C. Howard Hunt Pen Company, with the Boston Pencil Sharpeners, have announced the change-over from wartime production to production for civilians. Both companies, however, warn that it will be some time before orders can be filled—what with the back orders now receiving attention! It is encouraging, nevertheless, to know that it "won't be long now" before all modern office equipment and supplies will be available again.

2 A table for typewriter and adding machine, developed by Maso Steel Products, has adjustable steel channels that enable it to fit all typewriters and adding machines. The table will not creep nor vibrate, the manufacturers say. The top is made of solid hardwood, $\frac{3}{4}$ -inch birch, and has two sliding shelves that are part of the table top. The table is constructed with 1-inch tube steel legs. Height, 27 inches; top measures 17 by 22 inches closed; 17 by 33 inches open.

3 "Light on the subject," says Spero Electric Corporation. And they are alluding to the fluorescent Luminaire. This is a new glass-shielded fixture that is efficient and good-looking. It is made of four 40-watt tubes and is equipped with approved auxiliary equipment. "Its high efficiency, with low intrinsic brightness," quoting Spero, "is achieved by panels of ribbed, ceramic-coated glass having 80 per cent transmission factor and superior diffusing qualities." The panels may be removed for cleaning.

4 The Swivelier Work-Lite is for the desk. It comes with a Greenfield cable and leads and can be attached directly to an outlet or a transformer, thus firmly securing the entire unit to the desk. The adjustable spring-construction socket makes it easy to adjust the unit to the angle desired and prevents the wires from twisting. The entire arm is also adjustable. The unit is available with arms from 12 to 30 inches long; with a cone-shaped shade; with or without removable frosted glass lens.

5 When the sale of tickets for the prom bring in the cash, perhaps you'll be interested in the safekeeping of the cash in one of the large-sized steel cashboxes made by Pioneer Steel Co. The specially designed compartment trays may be adjusted to hold bills, receipts, stamps, or change. The box is made of heavy-gauge steel and has long-wearing, full-length piano hinges. Tumbler locks are recessed into the box top. Green enamel finish. Over-all dimensions, $12\frac{1}{2}$ by $5\frac{1}{2}$ by $8\frac{1}{2}$ inches.

A. A. Bowle

September, 1946

The Business Education World

270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

1, 2, 3, 4, 5

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Address

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- ☐ Burroughs' business machines.....(page ii)
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- ☐ Remington-Rand practice filing sets.....(page 4)
- ☐ Esterbrook's shorthand pens.....(page 47)
- ☐ Gregg Writer magazine awards.....(page 48)
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- ☐ Gregg's business workbooks.....(back cover)